RETROSPECT

The Tyson Years, 1985–2003

PATRICIA H. MENK

The eighteen years of Cynthia Haldenby Tyson's presidency were eventful ones at Mary Baldwin College, full of high hopes, tremendous challenges, and institutional change. As the author writes in her preface, President Tyson "permeated everything that was planned, said, and done at the college. ... Her influence was reflected in every decision that was made." And so, as this retrospective tells the story of Mary Baldwin College from 1985 to 2003, it tells also of the public life and leadership of the diminutive, determined, entrepreneurial, intelligent, and, always, gracious woman from England who led the college for those years.

The creation of the Virginia Women's Institute for Leadership in 1995 brought about perhaps the most controversial period in the college's history, because it was integrally connected to the Commonwealth of Virginia's legal defense of single-sex education for men at the Virginia Military Institute. National attention and debate focused on VWIL and its students from the very first day, and began to subside only after the court case had been decided by the United States Supreme Court. As President Tyson predicted from the beginning, the political posturing and legal issues have faded, leaving Mary Baldwin with a truly premier leadership development program for young women, recognized as such throughout the country.

When President Tyson took the helm in 1985, Mary Baldwin had already begun its metamorphosis from single-sex liberal arts college into an entity much more complex. The Adult Degree Program had begun in 1976, and the Program for the Exceptionally Gifted was launched in 1985. But the institution's perception of itself, and much of its daily reality, centered on the residential college for women that is its historical core. Under President Tyson's leadership the college diversified, adding new undergraduate programs as well as master's programs. The Master of Arts in Teaching program was launched in 1992. Soon after, the college established the Virginia Women's Institute for Leadership and, in 2001, the Master of Letters/Master of Fine Arts program in Shakespeare and Renaissance Literature in Performance. Mary Baldwin College had become, as President Tyson liked to say, a "mini-university" — a fact which was recognized by the Carnegie Foundation for the Advancement of Teaching when it reclassified MBC as a master's level university, which then led to top-tier rankings in the master's university category by *U.S. News and World Report*.

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RETROSPECT
The Tyson Years, 1985–2003

by

PATRICIA H. MENK

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A HYMN FOR MARY BALDWIN
Text by Gordon Page
Melody: Scandinavian Folk Song

To these halls where Wisdom reckons,
To these hills where Beauty dwells;
Where the search for Learning beckons,
Where its tumult never quells.
(verse one)

Thomson-Shore
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PREFACE

Mary Baldwin College celebrated its 150th birthday in 1992. As part of the sesquicentennial events a history of the college had been commissioned and was available for that occasion. Titled *To Live in Time*, the history focused on the twentieth century events of the college. In true historian's fashion (historians dislike writing about present events) the book concluded with a brief epilogue in which the 1992 president of Mary Baldwin College, Cynthia Haldenby Tyson, was introduced. It seemed a fitting conclusion in 1992, but it soon became apparent that momentous things were happening with stunning rapidity. So, when President Tyson announced her retirement in 2003, it seemed almost mandatory that the story of her 18 years at the college be recorded and, with considerable trepidation, I agreed to write a continuation of *To Live in Time*.

I fully intended that this effort would focus as the other book had done on the college as a remarkable college for women. I did not intend it to be a biography of Cynthia Tyson as much as it was to be a story of the institution itself as the earlier book had been, but I very soon realized that I could not do it that way. Cynthia Haldenby Tyson permeated everything that was planned, said and done at the college. Her presence was everywhere, all the time. Her influence was reflected in every decision that was made. She made Mary Baldwin College an exciting place to be, challenging for students and faculty, stimulating to work for, and pregnant with possibilities. By 2003, as Cynthia Tyson observed, we were no longer only a women's college, but a "mini-university," and the college community reflected that concept.

So this retrospective tries to tell the story of those 18 years. As was the case before, I could not have written this without the help and encouragement of my faculty colleagues including Mary Hill Cole, Kenneth Keller, and Ethel Smeak, and a recently graduated Mary Baldwin College student who was a magician with a computer, Eleanor Lynch, as well as administrators who patiently answered my questions and suggested new ones to ask. In particular, as the title

page indicates, two individuals are as much responsible for this book as I am: William C. Pollard, archivist and former librarian at Mary Baldwin College, and James D. Lott, professor emeritus of English and former dean of the college and a superb and tactful editor. However, any errors are my responsibility.

I am grateful to the Board of Trustees for authorizing the writing of the book and in particular to Pamela Fox, the present president of Mary Baldwin College, who so generously gave her time and understanding. She, too, is a remarkable woman.

Patricia H. Menk
February 2005

Dr. Cynthia Haldenby Tyson

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ONE.

CHALLENGES OF THE FIRST YEAR

1. GETTING UNDERWAY

Cynthia Haldenby Tyson became president of Mary Baldwin College July 1, 1985. The Search Committee to find a successor for Virginia Lester had been appointed by the Board of Trustees in early January 1985. There were eight final candidates, six of whom were already college presidents elsewhere, but careful scrutiny of previous collegiate and administrative experiences, letters of recommendation, telephone conversations, and the enthusiastic support of former MBC president Samuel R. Spencer Jr. resulted in an invitation to Dr. Tyson to visit Mary Baldwin College for two days of interviews. As James Lott, who was on the search committee, later wrote, "We thought we had been prepared by the letters which told us about her 'charm,' her skill at working with people and her ability to get things done ... but nothing prepared us for the effect she made on all of us at the interview. She was charming, but the charm went beyond her demeanor (and even her accent). She listened to questions intently; there was nothing false there. She really was interested in us as persons and as representatives of Mary Baldwin. Moreover, she had done her homework. She knew Mary Baldwin College well, its strengths, its weaknesses, and its problems."[1]

After she accepted the position, Dr. Tyson visited Mary Baldwin College several times, met with administrators, faculty, and students, and addressed the entire college community at an open convocation in the Student Activities Center. It was the first, but by no means the last, time that the college experienced Dr. Tyson's ability to speak without notes of any kind. Perhaps it was her English training in oral communication (an area she later stressed as very

important for Mary Baldwin College students), perhaps it was her remarkable ability to present her agenda clearly, perhaps it was the ease and confidence and the good humor of her delivery, perhaps it was her optimism (as her colleagues came to say, for her "the glass was always half full") — whatever it was, there was an audible sigh of relief as she and the community bonded.

It is difficult to explain to anyone who is not familiar with the academic world of a small college, how hard it is for a college chief executive to begin the task. When Dr. Tyson officially became president, less than two months remained before a new school year began, and the opening faculty meeting was in the offing. But she had much more to do than prepare for those important events. Although it was summer, the campus was far from empty: Mary Baldwin College has never had a regular summer session, but there were various programs already functioning. These included a "total immersion" program for Japanese students, Elderhostels, Young Women in Science, Governor's School, Adult Degree Program tutorials and conferences, and meetings of the Presbytery Synod committees. In addition, there were the usual summer physical tasks: fix-up, painting, repair of broken windows, the moving into and out of offices of faculty and staff, the comings and goings of students and faculty participating in summer abroad programs. There was the stress and strain of "wiring" the campus. (Dr. Tyson saw immediately that Mary Baldwin College should have modern and effective computer access, and in the early years of her administration the wiring was expanded so that admissions personnel, the Business Office, and the development and alumnae staff gained the advantages of the brave new machine world.)

Furthermore, Dr. Tyson was faced with several items of unfinished business, a list of which her predecessor, Dr. Virginia Lester, had compiled before her departure. Most of the items on Dr. Lester's list called for immediate decisions or actions. She suggested that the William Wayt King Gymnasium needed renovation. The future of North Barracks (on the recently purchased Staunton Military Academy property) had to be addressed, and indeed the whole problem of how one integrated the "old" and the "new" campuses needed full and careful discussion. The college relationship with the YMCA, which had bought some of the SMA acreage and built a sports facility on the edge of the college campus, needed to be clarified. The Adult Degree Program needed to be more closely integrated into the college life. The mail service needed overhauling. The never ending problems of student and staff parking needed to be addressed. The Advisory Board of Visitors needed to be made more effective and its members more satisfied with their roles as advisors. Moreover, there was no master plan for the college's physical changes.

The Program for the Exceptionally Gifted (PEG), a cherished item on Dr. Lester's agenda, was due to begin its first class in August of 1985. The concept and philosophy of this experiment in college admissions geared to the needs of very young gifted girls (the students ranged in age from 12 to 17 years) were unlike any other in the country, and the whole idea, while academically challenging, was risky and open to much criticism. The new president would have to see that it succeeded.

Early in the summer of 1985, Cynthia Tyson wrote a sensitive and generous note to Virginia Lester, thanking her for all she had done for Mary Baldwin and stating her intention to build on the foundation her predecessor had laid. The former president responded that when she was told that the board had elected Cynthia Tyson, she was "pleased and elated" that she could turn over the fruits of her labor with confidence.[2] Considering the "to do" list Dr. Lester left, there was more than enough to give Dr. Tyson food for thought for several years.

There were other immediate concerns. The college finances were undeniably in far better shape than they had been when Dr. Lester had arrived. (No one fully appreciated in 1976–77 how very close the college had come to closing.) The operating budget had been balanced for several years, more professional attention was being paid to the endowment investments, and plans were underway to retire the capital improvement debts, but it was a foregone conclusion that another major financial campaign would have to be undertaken soon. Of immediate concern, however, was the financial impact of enrollment: the numbers of students translated into revenue. Mary Baldwin College was, is, and probably always will be very dependent on tuition for its basic income. Since it is impossible to know accurately how many students will matriculate each year, it is extremely difficult to evaluate budget predictions. It would be humorous if it were not so serious — the game of student numbers which was played out from springtime until September. During the late summer months, even into the first weeks of opening, admissions staff meetings were likely to be interrupted by someone bursting through the door announcing with excitement, "We have another one!" (student, that is).

When compared with similar colleges, Mary Baldwin's salary and compensation levels were embarrassingly low. Dr. Tyson committed herself immediately to raising those levels, but as she also pointed out, the college was a business as well as an intellectual institution, and it had to operate on business principles of profit and loss, an idea that many more traditional faculty and friends of the college found unsettling. "Students," said Dr. Tyson, "are our resource and our product, our customers and our end result."[3]

2. THE SELF STUDY OF 1985–1987

Another problem remained to consider. Mary Baldwin College was facing a complicated and time-consuming process, the "Self Study" required every 10 years for reaccreditation. The college is a member of the Southern Association of Colleges and Schools (SACS), a membership highly prized and essential for accreditation as a reputable academic institution. The self study requires a year to eighteen months of internal self-evaluation, following a format designed and required by SACS. The results of the analysis are submitted to SACS, which appoints an examining team of faculty and staff from other colleges and institutions to read the materials and exhibits and then come to campus for a three day visit of interviews and inspections. This team, in its turn, writes a report and a series of recommendations for improvement. SACS next transmits the report to the college in question for the desired actions. At the end of this convoluted process, SACS grants or withholds accreditation or places the college on probation until any unresolved problems are taken care of.

Mary Baldwin College has been an accredited member of SACS since 1932. In the early years, the required information had been sent from the president's and the deans' offices. Most, if not all, of the information had been considered confidential, and the college constituencies had hardly been conscious of the process. However, since 1965, the self study procedures have required increasing participation from faculty, students, trustees, alumnae, and the president's executive staff. Each decade, the report has become more and more specific and detailed, and the inspection team visits are awaited with some trepidation. In the troubled 1970s — in the midst of Dr. Kelly's resignation and preparation for departure — the report tended to be largely descriptive, and the focus was on "relevance." Now in the mid-1980s, with a new president in office, the requirements focused on "effectiveness," "assessment," and "accountability," all of which demanded increased amounts of statistics to justify any conclusions. President Tyson was familiar with the process since Queens College, her former institution, had been through it as well, and she quickly appointed a steering committee. That committee and subsequent ones involved staff, faculty, trustees, alumnae, and students. Before it was done, almost every member of the faculty and staff had been directly involved and the year and a half effort added immeasurably to the workloads of everyone on the campus. (The result of the process, however, was more than satisfactory: Mary Baldwin was re-accredited, as it was to be again in the 1990s after the second self study during Dr. Tyson's years as president.)

3. THE COLLEGE VISION STATEMENT

In addition to getting the SACS study underway, Dr. Tyson felt strongly that the college community needed collectively to articulate a "vision," a mission statement of purpose which would define the college's goals as a liberal arts college for women at the end of the twentieth century. The vision would provide guidance for the creation of curricular and extracurricular programs which would prepare students to meet the challenges of a fast-changing world.

A primary component of the discussion of a new vision was the degree to which the college's liberal arts curriculum should be modified to accommodate courses not traditionally associated with the arts and sciences. The debate was not new: defining "liberal arts" had been a matter of concern for trustees and faculty of most educational institutions for much of the twentieth century. Proponents for courses in such areas as business, computer technology, and communications began to press for additions to the curriculum. The arguments could be impassioned, as could the means of responding to the increasing pressure to be sensitive to various philosophical and ethical concerns. Could Mary Baldwin College define its relationship to the Presbyterian Church? Should Mary Baldwin in the face of declining appropriate college age populations remain a college for women only? The debates over these issues had begun in the Kelly and Lester administrations and were to continue unabated throughout the Tyson years. But by dint of great effort and compromise, a rough consensus about "vision" and how it could be accomplished was achieved.

The final statement read, "The mission of Mary Baldwin College is to provide undergraduate and graduate education consistent with the institution's rich heritage as a private liberal arts college primarily for women, which affirms its Christian roots while welcoming a broad diversity of views. This mission is implemented in the residential programs for women and the non-residential programs for men and women over 21 through focus on teaching and learning; concern for the individual; commitment to the liberal arts as a preparation for life, for careers, for graduate and professional studies, and for leadership; and emphasis on high ethical standards."[4]

By the time of her inauguration, President Tyson could announce that a "vision statement of college priorities, a philosophy to lead us to 1992 (the year of the sesquicentennial) and beyond," had been crafted with the agreement of the faculty, the college administration, and the Board of Trustees.

If this was the mission, what did it mean for the young women who would graduate from the program? In the newly adopted vocabulary of understanding a college as a "business," what would the end product be like? The result is the listing of the "Characteristics of a Well-Educated Person of the Third

Millennium" familiar to all the college's constituencies.

1. She has a firm foundation in the arts, humanities, and sciences.
2. She understands and appreciates the major elements of her culture, yet she is not culture-bound: she recognizes and values the integrity of cultures not her own.
3. She is aware of and engaged with the world beyond herself and her immediate personal and professional concerns. She is socially committed.
4. She communicates effectively through both the written and spoken word.
5. She is eager to learn. She is prepared for the knowledge explosion, having learned the theories which shape changing practices and having learned to recognize and ameliorate her own deficiencies in knowledge and skill.
6. She is comfortable with technology and uses it to enhance her personal life and to extend her professional abilities.
7. She is skilled at group processes and uses them to enhance her personal life and to extend her professional abilities.
8. She is a problem solver, not merely an applier of formulas. She thinks clearly and is able both to analyze and synthesize. She is tenacious in the pursuit of knowledge and seeks the answers which are best, not easiest.
9. She works to stay mentally and physically fit.
10. She makes choices among the new life options for women with courage, confidence, and enthusiasm. She is aware that "achievement" has many proper measures.
11. She copes with changing patterns of family and community by establishing meaningful personal and professional relationships and appropriate personal values, regardless of setting.
12. She acts within a consistent set of values and ethical principles in making decisions. She applies those principles in her dealings with society and its members. She takes responsibility for her decisions and actions.

This list, included in every catalogue since 1986 and in many of the college publications, has become so familiar that it is easy to overlook its implications and complexities.

The seemingly simple statements would call for a major reorganization of the college community. In a certain sense, that is what happened during the 18 years of the Tyson administration. But it was neither easy nor simple.

4. MARY BALDWIN AND THE SYNOD OF VIRGINIA

As is often the case, work on and solution of one problem led to another problem: The purpose and mission statements had implications for the college's relationship to the Presbyterian Church, and specifically to the Virginia Synod of the Mid-Atlantic.

Until the 1960s the relationship of Mary Baldwin College to the Synod of the Virginias had seemed satisfactory to both parties. Then the changes in social mores of college age women and the questions of the role of the church in the government of the college resulted in many conferences between the church and college authorities.[5] Also the Virginia Tuition Grant Program of the 1970s required a rewording of the charter in order to clarify that Mary Baldwin College was "non-sectarian." At the same time, the Presbyterian Church organization changed. The Synod was enlarged, encompassed other colleges in the area, and later became the Synod of the Mid Atlantic, and it was with this group that a new covenant agreement was realized in 1984.[6] What had been legal ties now became voluntary "understandings." Even before the 1984 covenant, many overtly Christian influences at the college had faded. Gone were grace said before dinner, the Christian Association, required chapel, and compulsory attendance at church on Sundays. The concept of "Synodical Trustees" also had vanished. However, "task forces" from the Synod visited the college regularly, and small gifts from the Presbyterian Church and individual congregations were gratefully received. Mary Baldwin College continued to grant daughters of Presbyterian ministers stipends, to employ a chaplain, and to offer classes in Old and New Testament.[7]

So the covenant agreement, although greatly altered from the original, still exists. Mary Baldwin College remained a member of the Association of Presbyterian Churches and Universities (APCU), and Cynthia Tyson was a visible and contributing member. The college chaplain is a member in good standing of the Presbyterian clergy and of the Shenandoah Presbytery and often preaches in neighboring churches. The Preparation for Ministry Program, established in 1992 and financially supported by the E. Rhodes and Leona B. Carpenter Foundation, reinforces the college/church relationship. Many on-campus Christian traditions continue. Baccalaureate, in a much abbreviated form, precedes graduation in the commencement ceremony, faculty meetings are opened with prayer,[8] and there are special Christmas chapel services, and observances during Thanksgiving, Lent, and Easter. A Christian student union organization and a fellowship of Christian athletes are active, and the special interfaith program Quest has been well received. Every effort is made to acknowledge the increasing diversity of the college and to be sensitive to others' beliefs, but many Christian components of the Mary Baldwin scene are still honored.

5. THE PRESIDENT'S INAUGURATION, MAY 10, 1986

After almost a year at Mary Baldwin College, Cynthia Haldenby Tyson was inaugurated as president on May 10, 1986. Customarily, such an event is elaborate and formal, and on this occasion it was all of that. Fortunately the weather cooperated, and the academic procession proceeded down the hill to the Page Terrace with the color and pageantry of years of academic tradition. There was a brass ensemble from Washington and Lee University. There were 63 delegates from other colleges and universities processing in the chronological order of the founding of the institution each represented: the oldest, Washington and Lee (1749), then Salem College (1772), next Hampden-Sydney (1776), down to the most recent, the six Virginia Community Colleges, established in the 1960s and 1970s. There were delegates of learned assemblies, and representatives to bring the good wishes of the Commonwealth of Virginia, the Virginia Institute of Higher Learning, the Virginia Foundation of Independent Colleges and Schools, and the city of Staunton. Then came the representatives of the Mary Baldwin College Board of Trustees, the Advisory Board of Visitors, the Alumnae Association, the Student Government Association, the faculty, marching in order of seniority, and the members of the college administration. The invocation was pronounced by Joseph H. G. Vernon, the minister of the First Presbyterian Church of Staunton, which had a 144-year-old close relationship to the seminary/college. The Mary Baldwin College Choir sang an anthem, "Great is the Lord." Then the Chairman of the Board of Trustees, Andrew J. Brent, administered the traditional oath of office to Dr. Tyson.

One might think this slight, essentially feminine, English/American lady would be diminished by all the regalia and solemnity, but such was definitely not the case. Her academic robes from the University of Leeds and her soft hat, differing from those of most of the other participants, seemed to emphasize her centrality to the proceedings. Her oversized glasses sliding down her nose, her voice clear and confident, she was clearly impressed by the occasion but not awed by it. Her salutation left no one out and ended with reference to her friends in the community of Staunton and "my dear family." She described her work in her first year at the college. There were memorable phrases: "I speak not of dreams, but of real possibilities," "the energetic and healthy refusal to be other than successful," "a dedicated determination to educate flexible and courageous graduates," "the assumption that the mission statement and the twelve characteristics are our objectives for the future." Then she briefly but effectively recalled four previous crises of the Mary Baldwin of the past and suggested that each challenge had resulted in renewed endurance, new strength, the option of difficult choices, and the feeling of a special spirit, adaptability, and

willingness to take courageous risks. "We shall be ethical and serene in the face of crisis." Her conclusion was poignant because she, more than anyone there, knew how difficult it would be: "I pledge to you all my unwavering determination to stay on course." Very few of Cynthia Tyson's speeches were written out, but this one was a formal inaugural address and a written version of it exists.[9] There followed a benediction by the college chaplain and the academic recession. A luncheon, a formal dinner, and a dance in Lyda B. Hunt Hall completed the festive day. It was quite an occasion.

TWO.

THE COLLEGE ORGANIZATION

1. GETTING TO KNOW THE PEOPLE

In retrospect, one can appreciate how quickly Cynthia Tyson had to evaluate and become knowledgeable about the men and women with whom she was to work. They were talented, intelligent, and capable people, for the most part dedicated to the welfare of the college and willing to work long hours to restore civility and trust, to project visions for the future, and to make concrete plans on how to get there. One of Dr. Tyson's major strengths, fortunately for her and for the college, was her ability to get to know people quickly and well, and to remember them by name.

In some respects, Mary Baldwin College was a difficult institution, particularly for a new administrator from whom so much was expected. The college community had been accustomed to presidents and deans who quickly and seemingly effortlessly knew the names and backgrounds of the students, faculty, staff, and service personnel. There were stories told of Elizabeth Parker and Martha Grafton sitting late into the night studying the application photographs of incoming students. From the moment a freshman or transfer student set foot on the campus, she was greeted by name and pertinent queries. Dr. Spencer had been famous for knowing each member of the student body and the grounds staff (particularly the tennis court crews). President Tyson was a worthy successor of the tradition, although her task was infinitely more difficult. The student body increased each year during her presidency and numbered over 2,000 (900 of whom were on the campus) by the twenty-first century. There were PEG students and their parents, later VWIL students and their military advisors, and a vastly enlarged and complicated student support system. Increasingly, the more

sophisticated recruiting and admission staffs and complex and far-flung alumnae meant more people with whom she had to become familiar.

Cynthia Tyson seemed to know them all. She chatted pleasantly with students as she met them on the steps to the dining hall, or as she cheered by name the members of the Squirrels athletic teams. She attended almost every theatrical performance, musical concert, and student activity, and she knew a surprising amount about student fashion, taste in music, food choices, and the ever-changing modes of student vocabularies. She ate lunch with students regularly and had open office hours weekly when students were able to drop by to discuss their ideas with the president. While she could not get to know students in the Adult Degree Program so well — they were scattered throughout Virginia and took their courses at the college's distant campuses or through individual tutorials — she nevertheless made every effort to become acquainted with them. Many ADP graduates remember the surprise they felt when Dr. Tyson called their name at orientation, introduced them to other students, and — as always without notes — said a few words about them and thanked them for deciding to become Mary Baldwin students. She encouraged her staff to be equally open and friendly, though for some this was hard to do when previous experience called for degrees of confidentiality. (Over the years, the increasing federal laws about privacy sometimes clashed with the president's ideas of openness and commonality.)

Dr. Tyson was president and chief executive officer of Mary Baldwin College for 18 years. This is a long time these days for college presidents to serve, but she enjoyed her tenure and never seemed to feel that she had yet accomplished all she wished to do. Of course, her immediate and long-range plans could not be accomplished by her alone. She had support from trustees, senior staff, faculty, students, and all the numerous subdivisions into which the college community was organized.

2. THE BOARDS

As provided by the college charter, all legal, financial, and policy decisions reside with the Board of Trustees, a self perpetuating entity of 37 members: 35 men and women elected to five-year terms, which may be renewed indefinitely so long as there is a hiatus of one year after two consecutive full terms, plus the presidents of the college and of the Alumnae/i Association who serve *ex officio*. What are the qualifications of a Mary Baldwin College trustee? First and foremost, trustees should have a keen interest in the college and a strong desire to support it. In the early days board members were mostly Presbyterian

men whose interest was in the Christian vision of education. Later they might be men whose mothers, wives, sisters or other relatives had attended the college and whose memories and loyalties encouraged their male relatives' participation. Over the years, the board became more willing to elect women, and by the 1970s many alumnae had become board members. (By 2000, over half of the trustees were women.) Faculty members never become official members of the board, for that would be a conflict of interest, but faculty, as well as students, serve on board committees. Board members represent many professions: ministers, lawyers, corporate leaders, financial advisors, insurance brokers, and educators, as well as members of the artistic and academic communities. All are expected to learn as much about the college as quickly as possible and to use their expertise to assist with decisions affecting college policy, development, and finances. They must be willing to study the complexities of single-sex education and other educational concepts and issues such as tenure, diversity, recruitment of worthy faculty and staff, and the necessity of adequate compensation for the employees of the institution. They must come to understand the financial difficulties of operating a private academic institution whose chief source of revenue is tuition, supplemented by research grants and gifts from foundations and individuals. They must be fully committed to protecting the endowment (painfully accumulated over the years with the help of several financial campaigns). They must understand the difficulties of operating as a private entity which must observe and adjust to federal and state intrusions.[10]

Over its 112-year experience with trustees, the college has to acknowledge a great debt. The vast majority of these men and women have served Mary Baldwin College generously, competently, and sacrificially. President Tyson was fortunate in who they were and what they did, as she so often gratefully noted.[11] The trustees had worked well with Virginia Lester, and although they had voted unanimously to elect Cynthia Tyson president of MBC in 1985, there were those who regretted Dr. Lester's departure. President Tyson's initial efforts to establish rapport, however, erased any lingering doubts. When she met with the trustees in October 1985, she had ready for them several documents and had appointed (with their consent) a steering committee for the SACS accreditation self study. She also brought with her an "institutional plan to accomplish needs" which listed short, medium, and long-range proposals, a draft of the Mission Statement and the Twelve Characteristics of an Educated Woman, and finally a month-by-month timetable of the procedures involved in a new capital campaign. (This was later called the Sesquicentennial Campaign, and it represented for the first time a thoroughly professional plan for success.) The carrying out of these proposals largely occupied the college until the sesquicentennial year of 1992.

It was also the responsibility of the president to acquaint the board and the internal college constituencies with one another and to try to establish a clear understanding about the differences between policy decisions (the duty of the board) and policy implementation (the responsibility of the faculty and staff). In the early days of the Tyson administration, great efforts were made to persuade board members not to micromanage and to persuade the faculty that there were areas, such as allocation of funds and investment policies, that were outside their area of control.

In addition to the Board of Trustees, three important advisory boards needed the president's time and attention. The Advisory Board of Visitors (ABV) had been created in 1973 during the problem years of the Kelly administration to "assist and advise" the trustees and the staff. The ABV had an authorized strength of 50, met annually at the college, and was particularly interested in student career planning and internship opportunities and placement services. Another group, the Parents Council, had been developed during the Lester years and was to gain increasing visibility and functions in the Tyson years. Membership initially was restricted to parents of current students and recent graduates. Members of the Council provided valuable information and suggestions particularly to the dean of students, especially as the PEG program grew and matured and diversity programs altered the college's resident population. In addition, the Alumnae Association, its board, and the increasing numbers of alumnae required attention and direction. (This large constituency is discussed more fully beginning on page 87.)

3. THE FACULTY

For the school year 1985–86 there were 86 full-time and adjunct faculty, about evenly divided by gender. The last two administrations had proved to be very traumatic for most of them, and as problems multiplied, so did the faculty's responsibilities. Mary Baldwin was not alone in being affected by issues of tenure, merit pay, inadequate salary, curriculum revisions, and the challenges of the technological revolution. But the faculty Cynthia Tyson met in 1985 had been adversely affected by the Kelly/Lester administrations; they felt they had been ignored, misunderstood, even lied to, and they had reacted by demanding a greater share in the governance of the college. This meant more committees, more rejection of their proposals, more efforts to organize the faculty for action (e.g., a faculty senate) and "endless and futile debate." They were overworked (partly their own doing) and their refusal to trust administrative reports and proposals until they had checked the accuracy and truthfulness of what they

were told had added immeasurably to the college's difficulties. They were very bright, hardworking, individualistic (some would say "quirky"), very concerned for their students and very protective of their own perceived rights. The college has always been fortunate in the very high quality and conscientiousness of her faculty. The goal of academic excellence would not have been possible without them. But they were a prickly bunch in 1985. No wonder President Tyson placed such high value in trust and integrity; it was the only way she could break through the wall of discontent.

Many of the faculty had met Cynthia Tyson before the first official faculty meeting on August 26, 1985. They had heard her comments in April, when she had been introduced to the college community. Some of them had seen her off and on during the summer months of settling in and learning about the campus. When one first made contact, it was very hard not to like Cynthia Tyson. She was personally attractive, her accent was endearing, her frequent laughter contagious. Her facility with names and titles was disarming, especially with those who struggled to remember names. Moreover, she was pleased to be on the campus and to meet those with whom she would be working, and she was cheerful and optimistic, but amazingly knowledgeable about faculty concerns even before that first meeting. As the saying goes, "What was there not to like?"

But many of the faculty were wary. They brought with them the problems experienced with the two previous administrations. They were still looking for solutions, and they wanted immediate attention paid to their concerns.

What were the issues with which President Tyson and her administration had to wrestle?

First was the inadequate level of faculty (and staff) salaries. This was a problem which would dog Dr. Tyson's administration and would finally be only partially solved: references to this issue recur in the pages of this account of her presidency.

Two other faculty issues, however, confronted Dr. Tyson at the beginning and were dealt with over a period of three or four years and successfully resolved: merit pay and tenure quotas.

The merit pay policy had been established when the Lester Board of Trustees had proposed that an annual sum (about $2–3,000 a year) be made available to reward excellence in teaching, scholarly pursuits, and contributions to the college made by individual faculty members. There has probably never been a faculty anywhere, whether secondary or collegiate, that approves of "merit pay." In principle, the idea may be worthy, but in practice it smacks of favoritism, even a kind of bribery for those who work without criticizing the administration and the trustees. Everyone, faculty and students alike, knows who the "good" faculty are, but choosing the recipients is almost impossible by

any impersonal, objective standards. At Mary Baldwin the recipients themselves were often uncomfortable (even though many of them welcomed the money) with those who had not been chosen. But the new president could not keep the Board of Trustees from continuing the policy. The board experimented with different options, voting to award significant amounts to three individuals, another time suggesting the available money be distributed among as many as 10 faculty members. Each year the faculty protested. Who does the evaluations, they asked? What do they evaluate? The faculty position was clear. Until faculty salaries and benefits could equal those of their peers in sister institutions, no merit distinctions should be made. If salary levels were raised appropriately, then "merit pay" might be discussed. It was not until 1989–90 that the policy was abandoned. As the U.S. economy worsened and the college could award only modest cost-of-living gains of two or three percent to all employees, the faculty again voted to discontinue merit proposals. This time the board did not react and the policy faded away.[12]

A much more complex issue was that of tenure, more specifically of tenure "quotas." The board's position, first enunciated in 1977, was that the total number of tenured faculty could not be more than 60 percent of the full-time faculty. No discipline could be completely "tenured in," i.e. the faculty of a single discipline could not all be tenured, and the policy known as "up or out" was insisted upon. Even if a faculty member had earned tenure, it could not be granted if the discipline had no open slot.

Just as the faculty objected to merit pay, they also objected to this tenure policy. President Tyson and various faculty committee chairs sought a workable compromise. In 1989, the board reluctantly agreed to a "modest" compromise. President Tyson promised that no one on the present faculty would be dismissed in order to keep the 60 percent quota. It was also agreed that the faculty in a single discipline that had few members would not be affected by the 60 percent rule. However, the 60 percent quota still prevailed. The board praised the president for her willingness to bring stability to the situation as well as allowing a degree of flexibility.

The relationship between Dr. Tyson and the faculty was initially cordial and, almost without exception, would remain so: they truly liked and respected each other. But these issues — compensation levels, merit pay, and tenure quotas — are examples of problems which constantly threatened to strain that cordiality.

By the December 1985 faculty meeting, President Tyson, in the interest of openness and cooperation, presented to the faculty her immediate goals. She proposed to increase revenue by putting money into activities such as admissions and student aid packages, even though that meant depleting immediately

available funds. She listed some physical improvements that needed to be made, including the modernization of the Academic Building and the sports facilities. She reported that the trustees had hired a professional firm to conduct a feasibility study about a campaign to raise considerable sums of money to increase the endowment, an effort which would make it possible to increase salaries. "We will," she said, "start now and complete these tasks by 1992."[13]

The plan — and her willingness to share it openly — represented courageous risk-taking for the new president. Picture Cynthia Tyson standing in front of the hopeful but skeptical faculty delivering this message. At the very least she had bought herself some time to bring about these changes. And the faculty were clearly willing to cooperate.

4. ADMINISTRATION

When Cynthia Tyson became president she inherited Virginia Lester's administrative staff. They were a group of senior administrators who were responsible for carrying out the programs and plans the president and the board proposed. The senior executive staff was made up of deans and directors who reported directly to the president. There were five of them in the early years of the Tyson administration: the dean of the college, the vice president for business and finance, the vice president for institutional advancement, the dean of students, and the director of institutional research. This group met every Wednesday morning with the president, usually for two to two and a half hours, although on many occasions the meetings extended to lunch and beyond. In contrast to the Lester and Kelly administrations, most of the executive staff members remained remarkably stable, some continuing for most of her presidency. James Lott became the dean of the college in 1986, moving to that position from the faculty where he was professor of English, and continued his impeccable services on into the twenty-first century. Lewis Askegaard, in the important role of registrar and director of institutional research (which include taking on a host of statistical and reporting duties, such as tracking retention patterns and surveying alumnae), held various titles and responsibilities but was still there — as registrar, associate dean of the college, and director of institutional research — when Cynthia Tyson retired. The vice president for business and finance (Dane Cox) provided years of steady measured advice and was ultimately succeeded by Jane Pietrowski, who had become associate vice president after teaching economics for several years. It was a bit more difficult to settle on the vice president for institutional advancement, and there were several changes before Mark Atchison assumed that role's responsibilities in 1991. After some preliminary adjustments,

Heather Wilson became the dean of students (1987) and coped with the varied problems of a changing student body for over a decade.

The dean of the college was responsible for all the academic programs of the college. Lewis Askegaard was, in addition to his other responsibilities, associate dean. In addition, Virginia R. Francisco served as an associate dean for two years. She reported to Dean Lott, as did the director of the Adult Degree Program, the director for the Rosemarie Sena Center for Student Life and Career Development, and the director of the Program for the Exceptionally Gifted. There was a director of continuing education and adult programs who also reported to Dean Lott. After 1987, a formal Communications Institute was created, and its director reported to Dean Lott as well. So did the faculty division coordinators, the librarian, the registrar, and the athletic director. When the Virginia Women's Institute for Leadership (VWIL) and the Master of Arts in Teaching Program were established, those directors also reported to the Dean of the College.

Reporting to the vice president for business and finance were the comptroller, the director of food services and the physical plant, and the director of computer technology, who oversaw all the computer service on the campus. The Business Office also handled all personnel benefits and services, such as health insurance, pensions, employee direct banking accounts, and tax reports to federal and state agencies. As the college grew and prospered, the administrative duties became more complex, more technical, and more professional.

The dean of students worked with the chaplain, a director of student activities, a director of residential life, and a director of health services. Perhaps this was the most demanding of the senior positions, as the student body changed overwhelmingly in Dr. Tyson's 18 years, not only in number, but in racial, ethnic, and religious diversity, and in response to the youth culture and students' changing perception of what they wanted. As one reads the record of these years, it is hard not to wonder if too much attention was paid to student preferences and social demands; but the need for full enrollments meant the college had to be a place where students wanted to be, as much as one could provide this, and every effort was made to do so. It should be noted, however, that this necessity was not allowed to compromise academic standards, dictate curricula, or violate standards of honor, integrity, and civility. It was the task of the dean of students to see that this did not occur. It was a daunting task to walk this fine line, and there were inevitably occasions when some of those ideals came close to being violated.

The vice president for institutional advancement wore many hats. He was in charge of "college relations," the communications among all college constituencies and the public communications from the college to the outside world. The work also involved securing grants and financial gifts, and assisting on those social and ceremonial occasions with other professional organizations.

The Alumnae Office also reported to the vice president for institutional advancement. As President Tyson became more prominent in local, state and national organizations, the Office of Institutional Advancement assumed many additional responsibilities.

5. THE LARGER COMMUNITY

The president had another group of individuals with whom she had to establish contact. Dr. Lester had felt that she had such major problems on her hands that she had neither the time nor the energy to participate in Staunton and Augusta County activities. When she did have time, later on in her administration, her efforts were only modestly successful. President Tyson, however, was fully cognizant of southern community mores, and she found the time during the years of her presidency to become involved in a number of city and state organizations. She joined the Staunton Rotary Club (and became its first woman president). She became an elder in the First Presbyterian Church and was faithful in her attendance and duties. She accepted the invitation to join the boards of the Museum of American Frontier Culture, the Woodrow Wilson Birthplace Foundation, and the United Way.

She was asked by Governor Baliles of Virginia to serve on the state lottery board, an appointment that garnered her some criticism, but when asked why she had accepted the offer she said she wanted Mary Baldwin College to become better known in the state and national arenas and she needed the access such service would give her for contacts for foundations and charitable boards. In spite of that, she never accepted an invitation such as this without giving her total support to that particular organization. Actually, she seems to have enjoyed the lottery board. She presented a carefully researched paper on the history of lotteries in Virginia to the Virginia Gasoline and Automotive Repair Association at a breakfast meeting and had a fine time with that group. They also seemed to enjoy her company.

President Tyson also served on the Virginia International Trade Commission, the Staunton-Augusta Chamber of Commerce, PULSAR (Peers, Police, and Public Educators Utilizing Leadership Skills As Resources), the Executive Board of the Virginia Foundation of Independent Colleges, and the Governor's Advisory Board on Federalism and Self-Determination. She even presented a very respectable essay on Thomas Jefferson and his views about women at Monticello on the occasion of Mr. Jefferson's birthday, April 13, 2002, titled "A Visionary Unaware: Mr. Jefferson's Prescription for the Education of Women." As the years went on, she became an eloquent

spokesperson for the advantages and necessities of single-sex higher education — a position which was clarified with the establishment of the VWIL program.

Reviewing this list, admittedly incomplete, of the numbers of individuals and groups to whom a president of an academic institution must relate to very quickly, it is apparent that Cynthia Tyson possessed a rare skill in rapid assimilation of the various components of the college community. All of this added up to several hundred individuals whose names, appearance, and roles she had to internalize very quickly. Although the above references are far from complete, the reader can begin to appreciate the complex task the new president faced during the transition period.

6. FUTURE CHANGES

It may be helpful to pause here to note the changes which were to take place in the college's administrative structure over the ensuing 18 years. Those changes may be partly traced to a decision which President Tyson made in her first year, one alluded to earlier: to put her primary attention on admissions and retention, providing more resources to those responsible for increasing the size of the student body. So much of the financial health of the college depended on enrollment and so many factors entered into increasing it that the efforts reached all aspects of the college. "We are," Dr. Tyson had said many times, "a tuition driven institution." Tuition and fees were the major sources of finances, so there was an immediate effort to identify all the factors leading students to choose Mary Baldwin College and to stay there to complete their baccalaureate degree. This effort led eventually to curriculum changes (never easy to accomplish in the college world), vast expansion and reorganization of the Adult Degree Program, the refocusing of PEG, the creation of VWIL, and eventually the addition of two master's degree programs (the Master of Arts in Teaching and the Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance). In the 1990s, Mary Baldwin College was mentioned several times by *U.S. News & World Report* as among the top five regional liberal arts colleges. In 2001, Mary Baldwin's category was changed by the Carnegie Foundation for the Advancement of Teaching to that of institutions which granted master's degrees, and the college was then listed in the "top tier of master's level universities in the South." If one contrasts the Mary Baldwin College catalogue listings of administrative organization in 1985 and in 2003, it is apparent that the four-year traditional women's college to which Cynthia Tyson came was transformed into a complex and complicated institution, which alumnae from the 1985 era would have trouble recognizing.

THREE.

BUSINESS, BUILDINGS, AND FUND RAISING, 1985–1992

1. SALARIES, OPERATING BUDGETS, AND ENDOWMENT

Step back a minute from the consideration of the greatly expanded Board of Trustees and the administrative organization, to an overview of the financial situation of MBC from July 1, 1985 (when Dr. Tyson became president) to June 30, 2003 (when she retired). All the plans, hopes, expectations, decisions, and progress that the Tyson administration conceived, rested — as is always the case — on the financial health of the college. When Dr. Tyson concluded her presidency, she left a much stronger institution with strong enrollment, two successful major fundraising campaigns, a larger endowment, a much improved investing strategy,[14] and multiple sources of revenue, some of which had not existed in 1985. These were the Tyson "miracle years."

In contrast to previous administrators, Cynthia Tyson shared the specific details of the college's finances with the faculty and occasionally with the public. She was always aware of the need for positive messages about the college, and on more than one occasion she asked faculty to "help me put our best foot forward," but she never suggested they should not be told unpleasant facts, or asked them to censor their remarks. In December 1985, she reported that the projected 1986–87 operations budget was $9.6 million, but a careful analysis suggested that she really needed at least two million additional dollars to carry out the college mandate. There was no room for cuts, she said. The basic annual operations of the college were too lean as it was, and so new sources of revenue had to be found. For that reason, the president chose to focus her resources and attention on recruitment, retention of students, and reshaping the curriculum so that the

college offerings would match students' (and their parents') desires. In the future, other resources could go to support new programs. No new proposals were to be entertained unless they could be self-supporting or, better yet, income-producing. Moreover, the college's buildings were in need of care, some of them desperately so. "For decades prior to 1985," the president said, "there has been no significant maintenance or renovation ... and some buildings are literally about to fall down." Dr. Tyson planned to reverse this situation, hopefully by some special designated gifts. A carefully reasoned specific "transitional" plan suggested that only increased enrollment and a successful capital campaign could bring about the changes she deemed necessary to Hill Top and Memorial Residence Halls, Carpenter Academic Hall, William Wayt King Gymnasium, and Consuela Wenger Hall. Efforts to improve the Annual Fund would be undertaken, but excessive pressure would not be exerted because such demands would hamper the success of a "robust capital campaign." The first priority was a balanced operating budget each year, then increased recruitment, then salary support, and then physical enhancement of the campus. "We will seek to provide an excellent return on the parents' investment with price increases kept at or near the cost of living. We will be an affordable Ivy."[15]

For the faculty in 1985 and thereafter, however, the first priority was to raise salaries to meet the average for an established peer group of comparable schools (and ultimately the national average of professional salaries). By 1989, Tyson noted that she had hoped for an 11 percent increase in faculty salaries, with salaries for administrators and staff at levels commensurate with their colleagues in peer institutions. (It should be noted that net revenue did not increase materially in these early years.) Many new courses were proposed, particularly in business, computer skills, communications, health care, and Christian ministry, but the president firmly and clearly promised that no faculty would be dismissed to provide space for the new proposed disciplines. She said she very much wanted to restore and renew the trust between faculty and administration and she would spend considerable energy to bring this about.[16] It should be noted, that between 1985 and 1990, a net full-time-equivalent of 18 faculty (including those in the Adult Degree Program), as well as adjuncts equaling five full-time-equivalent ("FTE") faculty, were added, supporting the academic excellence the president demanded. In addition, "four student service professionals, a psychologist and a half-time counselor, two professionals in the Sena Center, [and] 10 clerical positions for academic support throughout the college had been added" (1985–1990). The faculty, noting these increases, felt some of the funds should have been diverted to their salary needs.

During Dr. Tyson's early years as president, there were only modest salary increases, and on at least three occasions, no increases at all. Although they

were kept fully informed on the annual budget projections, many faculty found it hard to accept how old buildings could be renovated and new buildings constructed, how new academic courses could be put in place, how the number of administrators could steadily increase, how the faculty could be asked to improve student advising and to restructure their own courses, how there always seemed to be another committee instead of fewer ones: in short, how all this could happen, and faculty still did not receive significant salary raises. College studies showed that Mary Baldwin College remained near the bottom of all comparative salary lists for comparable colleges. Faculty members were not only disappointed, but some were bitter. However, mostly the disagreements remained civil and lacked the bite of the arguments of the Lester years.

Both the Board of Trustees and the president sincerely sought to raise the salary levels of all college employees, but many factors, both external and internal, limited what they could do. Demographics were against them. The number of women between the ages of 18 and 22 declined sharply between 1980 and 1986, then increased modestly only to drop precipitously in 1992 for another three years. Fewer than three percent of all of these women were interested in attending a women's college and, for many of them, the location of the college (that is, urban areas where the social scenes were more varied) was as important as what programs were taught. When admissions numbers rose temporarily, the entering classes which would graduate in four years were large; as they departed, the classes behind them which had entered at a time when enrollment levels were low could not make up for those who graduated.[17] The new programs were designed in part to attract a broader spectrum of women (and men). The graduate programs which began in the mid 1990s were one way the Tyson administration sought to increase revenue and to improve the qualities of the academic program. And to a certain extent they succeeded. But the objective of increased compensation commensurate with the quality of the efforts of the individuals remained one of Dr. Tyson's objectives which were only partially met.

There are many ways of looking at the college budget each year. The official, overall operating budget, the yearly income and outgo, must be approved by the Board of Trustees. Within that are numerous individual accounts which must be carefully planned and tracked. When there are special fundraising programs, which there always are, each must have its own allocation to cover promotion, expenses, trips and visits to individuals and foundations, and celebrations when the effort is completed successfully. There is the budgeting necessary for new programs. During Dr. Tyson's presidency, these included PEG, MAT, VWIL, and M.Litt./MFA, among others, each of which usually had a three-year planning and implementation period funded by grant money. There were budgets for the "master plan," for physical

changes on the campus and the new building programs, and the replacement of college vehicles. There were budgets for special college events, such as Commencement, Founders Day, and Junior Dads Day.

All departmental budgets were watched carefully, but it was the overall operating budget that reflected the financial health of the college. President Tyson made annual reports to the Board of Trustees and to the faculty about the current operating budget and the predicted one for the next year. Here is an example, a particularly startling one, for 1999, 14 years after that first discussion of faculty salaries in 1985. In a report made to the Alumnae Association, Dr. Tyson offered the following information: the expense for running the college for that one year (1998–99) was $25,417,162 or $2,119,017 per month, or $69,636 each day. She broke down the sources of income as follows: 73.8 percent of the total gross revenue came from tuition and fees for room and board; 4.9 percent came from the Annual Fund (which regularly amounted to more than one million dollars per year after the mid 1990s); 10.9 percent came from federal and state grants (student aid and work programs, research grants, and state tuition grants to Virginia residents, and to VWIL students). Income from the endowment covered 5.9 percent of the yearly expenses, and 0.7 percent came from other sources. By the beginning of the twenty-first century the endowment stood at $35,157,446 — almost triple the figure of 1985, but still far below that of competing institutions (Sweet Briar, Hollins, Randolph-Macon Woman's College) each of which had endowments of over 100 million dollars, which regularly produced $5 to $6 million a year to add to their own college's operating expenses. Mary Baldwin College could not match this.[18] When one considers the implications of these figures, one can appreciate truly the "Tyson miracle" but one must also recognize the difficulties it posed for the Mary Baldwin College administration.

The above endowment figures are impressive and represent years of sacrificial giving on the part of trustees, foundations, and others. Probably for most people, the purposes and administering of the endowment were something of a mystery, but it was anything but a mystery to the Board of Trustees and the president. Endowment funds were carefully invested in income-producing stocks, bonds, real estate properties, and other like means designed to produce income from the capital funds. Until the days of President Kelly, the choice of how to invest and protect the capital funds had been left up to the business office with advice from trusted bank financial officials, some board members, and of course the president. In the days when there was little endowment to invest, this informal system seemed to work well. Even though the Spencer years' building program had imposed a severe strain on the financial picture, things had worked out in a modestly satisfactory manner.

The same cannot be said for the next 15 years (1970–85). There were times when the income from the endowment to support the operating budget of the college was very limited and the college debt for building programs increased greatly. Although the operating budgets were in balance 1981–85, the last years of Dr. Lester's tenure, before that there were often deficits. How does a college with legal and contractual obligations pay its expenses if its operating income does not meet its annual expenses? One can borrow, but of course such loans have to be repaid with interest. One can float a bond issue secured by the physical properties of the college with the intention of retiring the bonds at a given time. In the past, the college has done this. Or, although this is contrary to all accepted financial practices, one can borrow above and beyond the expected annual "draw" from the endowment (with the permission of the Board of Trustees) and in the past the college has done this as well. One of Virginia Lester's first tasks had been to pay back the loans from the endowment that the previous administrations had secured. A careful and conscientious Board of Trustees does all in its power to safeguard and to increase the endowment of which it is the legal guardian. In the years after Dr. Spencer, the board's financial committee had relied heavily on professional advisors; in most cases this can work well, but it is a difficult task with a volatile stock market, national disasters, and international crises such as Desert Storm. Indeed the whole 18 years of the Tyson administration were full of such crises, each of which affected economic markets and of course the endowment funds.

One other source of revenue was the sale of real estate assets that the college no longer needed. A more thoughtful master plan for the physical plant was proposed in the late 1980s. As the college could utilize its new space available through the SMA purchase, the decision was made that the college would dispose of the buildings on the west side of New Street: the old Biology Building (in more recent years the on-campus ADP Building), Riddle, and the venerable Music Building (the Miller House). Similar sales of properties on the west side of North Market Street took place, but the offices and facilities which were moved required space elsewhere. In the end, although such sales made a more compact and manageable campus and therefore constituted some savings, they did not produce much more revenue.

2. THE PHYSICAL PLANT

However, one real estate transaction — this one involving buying rather than selling — had considerable implications for the college's future. President Tyson called a "college wide meeting" on March 17, 1988, to announce that the

college was buying from the Staunton YMCA its property (8.44 acres) and a large physical activities building erected in 1978–79 at the cost of one million dollars. The college would pay the YMCA $700,000. How did this come about? Some historical background is obviously necessary.

In 1976 Mary Baldwin had purchased the Staunton Military Academy holdings and had promptly sold 8.44 acres to the Staunton YMCA for $193,200.[19] Within two years, the Y had built a facility of 37,185 square feet with basketball courts, handball courts, dance studios, a track, a weight room, and other options for physical activities. However, there were no funds to build a swimming pool. For 10 years of ongoing discussions between the Y and Mary Baldwin College there had been talk about sharing resources, including Mary Baldwin College's minuscule pool, but it continued to be difficult to intermesh the Y programs and the college's. President Tyson insisted that the facilities for the college athletic program had to be of the highest quality and that we would build a high quality swimming pool, sometime in the future.

By 1988, the Augusta-Staunton YMCA was in serious financial trouble (due in part to a decision of the United Way no longer to finance "middle class" programs and thus to cut its assistance to the Y and to the Boys and Girls Scout programs). So the YMCA board prepared to sell back to Mary Baldwin College the 8.44 acres it had bought from the college in 1976 and the million dollar facility it had built. The president reported that the Board of Trustees was "delighted." The facility would provide the college with badly needed physical resources. The timing, however, was unfortunate. Enrollment figures were declining and the stock market was heading downward. The president promised that none of the money to buy the property would come from the operating budget or faculty salaries. Instead, the college would float a bond issue, secure a mortgage, and undertake a campaign for gifts to pay off the purchase.[20]

The purchase meant a total reorientation of the master building plan, but it provided immediate facilities for the college's athletic program. The physical education staff moved happily out of their cramped quarters in King building and began a long range plan to make the athletic teams of the college (named the Squirrels) worthy of intercollegiate competitions.[21]

The acquisition of the YMCA building was one of four major changes in the college's physical plant which occurred between Dr. Tyson's inauguration and the college's sesquicentennial. Her conviction that one's physical surroundings must be appropriate for "teaching and learning" was reflected in three new construction projects, the cost of which was almost fully provided by generous gifts from foundations, alumnae, and other supporters of the college.

The first project began almost immediately after Cynthia Tyson became president: the updating and modernization of the Academic Building, funded by

a bond issue and a generous grant from the E. Rhodes and Leona B. Carpenter Foundation. As always, Dr. Tyson shared the decision with those most concerned, the faculty and students who use the building. But it was not always smooth sailing. Those faculty whose offices had to be closed and who were to be moved to distant locations on the campus for almost a year were forthright, if not always tactful, about what they wanted. The old offices, they said, were too small and crowded, and the new plan did not make them significantly larger. The floor plan meant all the student activity would be at one end (the classrooms) and all the faculty at another. How could they mingle? Where were the computer hook-ups (they were added in the 1990s) and the audiovisual screens and maps? Some of these suggestions were acted upon, but financial and physical constraints made it impossible to implement everyone's ideas. However, as soon as professors and students moved back, it became obvious that an elevator, restrooms on each floor, large space for the faculty secretarial needs and a faculty lounge were wonderful. There was a joyful rededication ceremony in the spring of 1988, and the building very quickly became known as Carpenter Hall, or sometimes Carpenter Academic. Within the space of four years, only the "old-timers" knew it as anything else.

Improved housing for students was the second project on the list. Memorial was closed, given an "extreme makeover" courtesy of funds from the 1986 bond issue, and reopened in 1989. The same process was repeated with Hill Top, which was reopened and reoccupied in 1991. While everyone was pleased that renovations were being made, views of how a student dormitory (or "residence hall") should look were not unanimous. As the discussions about the interior designs of old dormitories continued, President Tyson watched carefully. There was a clear difference, in her thinking, between student surroundings that were safe, sanitary, and conducive to intellectual life, and surroundings that were extravagant. By the 1990s student ideas about lifestyles and living arrangements differed from those of college architects, parents, and alumnae. When Memorial reopened in 1989, one visitor was heard to remark, "This is too nice for students; it feels like a Victorian sitting room!" or words to that effect. The dean of students — stating, "I don't want any more old lady housing" — sought to make Hill Top less formal, more open with friendly gathering places, and to some extent she succeeded, although the stately exterior architecture made some changes impossible. Generous gifts from Margaret Hunt Hill and Caroline Rose Hunt made the updating of the dormitories possible.[22] (These residence hall renovations, and the questions they raised about changing concepts of student housing, foreshadowed a new approach in the 1990s when the King Building was renovated to provide student residences and a number of outlying buildings were converted to theme housing for student groups: Honor Scholars, students interested in community

service and outreach, and American and international students who wanted to experience in-depth cultural exchange.)

The third project was the only one involving erecting a new building. The board and the administration agreed that a new student activities center was very much needed. The proposed building would house the bookstore, mailing facilities, and a student pub. The total cost, including the furnishings, was $1,917,611. A major contribution toward the construction was a generous gift from trustee William G. Pannill, and $600,000 was borrowed from Wachovia Bank. The debt was paid off in less than five years.[23] The proposed structure was actively supported and even pushed by Charles S. Luck III, the chairman of the Board of Trustees, who took the opportunity at every board meeting after 1988 to ask when construction could start. Mr. Pannill himself was a quiet, even reclusive, man who seldom commented, but Mr. Luck implored at board meetings, "When are the shovels going to turn the dirt? When will the building start?" There was also a question of how big the building could be. At one time it had been hoped that student government offices and publications could be located there, but as it turned out the Board could not build as large a building as many had hoped, and the student offices had to be moved elsewhere. "You don't get a lot for a million dollars," one participant commented. In 1991 this was still considered a surprising statement.

The college, its president and its students were very grateful to Mr. Pannill and to the Luck family. The building has quickly become a central part of the upper campus, and with the student mail boxes and a pub located there, the Pannill Center has become a meeting place between those students who live on the lower campus and those who live in Kable and Tullidge and off campus.

3. THE SESQUICENTENNIAL CAMPAIGN

President Tyson had foreseen that there would be problems financing all the changes she had felt necessary, and almost immediately after her arrival she had begun the first steps in planning a major fundraising effort eventually called the Sesquicentennial Campaign. The effort began with a "silent phase" in which the trustees and administrators planned their specific needs, estimated the cost involved, and set the desired income figure. In order to be realistic and practical at that point, financial advisors researched very carefully, anticipating gifts and those individuals who could make them, as well as foundations and educational organizations who might help. All of this took considerable time and effort (mostly the responsibility of the Institutional Advancement Office). The securing of the chairman and other officers for the campaign, deciding on a slo-

gan or logo, and gathering educational materials to be made up into folders, posters, and notebooks to be distributed to everyone in the campaign took time. It was at this point that, to the dismay of the president and the board, it appeared that the 1989 operating budget would be in deficit. Not since the early years of the Lester administration had there been unbalanced operating budgets. The usual answer of educational institutions for such circumstances is to cut programs and faculty, to delay any building plans, and to sit and wait until the economy improves. The president opposed vigorously such ideas. "We will stay the course," she insisted many times. "We will continue to recruit students and increase fundraising efforts. We will raise, moderately, salaries. We will continue with the sesquicentennial plans, we will not jeopardize the progress we have made as many of our competitors seem to be doing. We will stay the course!"[24]

The board gave a blessing to what was at the very least a risky decision. The president was helped immeasurably by new trustees, one of whom was Carson Quarles, whose recommendations became known as the Quarles Plan. Immediate cash flow needs could be met by a short-term loan from the endowment. The plans to build a Student Services Center and to establish a line of credit could be supported by very specific arrangement about how to repay this debt. It would be repaid to the endowment fund over a 15-year period, and the payments after 1995 would be incorporated into the yearly budget. Taking the long view, Cynthia Tyson chose to maintain college programs and staff rather than downsizing. "To survive we must prosper," she insisted and the gamble paid off. Student enrollments increased and new programs and buildings seemed to be an endless procession.

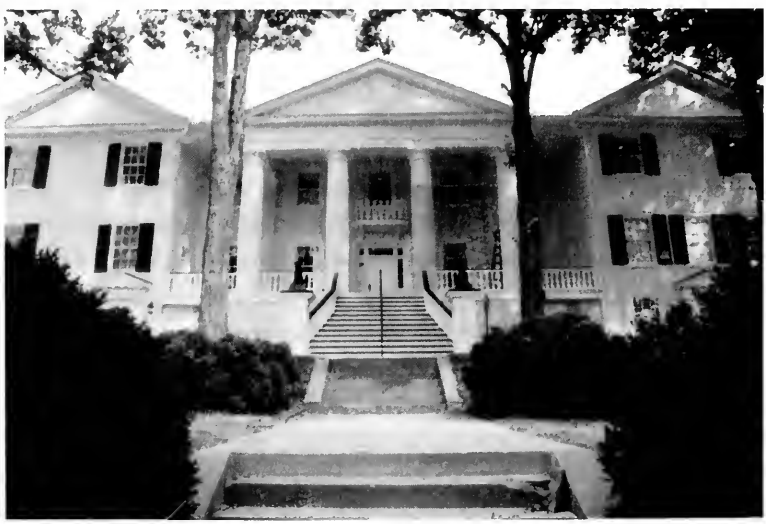
At the regular board meeting of October 9–10, 1987, the trustees had elected Anna Kate Reid Hipp and Elizabeth "Liddie" Kirkpatrick Doenges as co-chairs for the new capital campaign. These MBC graduates, class of 1963 (and college roommates) represented the best of the best of Mary Baldwin College alumnae. They were talented, well known in their own communities for interest in education and the arts. They were both wives and mothers, and had successfully combined family and career. Their loyalty toward Mary Baldwin College and President Tyson was unswerving and they enthusiastically undertook the task of raising significant funds for their alma mater. They were encouraged by a message of support from Bertie Murphy Deming (class of '46), and a goal of $25 million to be realized by 1992 was agreed upon.[25]

When Bertie Murphy Deming sent a "message of support" it was usually accompanied by generous gifts. There are many remarkable alumnae, but Bertie ranks high on the list. Since the 1950s, she and the Murphy family have supported Mary Baldwin College with major financial contributions. She chaired the campaign which eventually became known as the New Dimensions

Campaign in the 1970s. She was awarded an honorary degree — a Doctor of Humane Letters degree in 1976, and the Deming Building on the upper campus (art, music, drama) was named for her. Bertie's presence over the years at Board meetings (she has rotated off and been elected back on more times than can be counted) brought her wisdom, her good common sense, her grasp of complicated financial matters, and her friendship to five college presidents.

Originally named "Vision — Expanding the Tradition," the financial campaign became known as the Sesquicentennial. These were financially trojubling years for the Tyson administration and the president regularly maintained her decision to "stay the course." She was encouraged as positive reports of the Sesquicentennial Campaign continued to come in and the board raised the goal from $25 million to $30 million and then to $35 million. On October 9, 1992, President Tyson was able to announce to the college that the Sesquicentennial Campaign had concluded its work with a total of $37,169,419.98 pledged and paid! There was a joyful celebration dinner at Hunt Hall that night and letters of congratulations and appreciation were sent to all involved.

The five years after 1987, when Anna Kate Hipp and Liddie Doenges assumed the joint chairmanship of the Sesquicentennial Campaign, were indeed challenging. But in 1992, it would have been a keen observer who could have perceived the stress and the struggle of the preceding years. The sesquicentennial year itself, 1991–92, seemed to be an almost continuous celebration.



Administration Building

Carpenter Academic Hall

William G. Pannill Student Center

Baldwin Memorial Residence Hall

William Wayt King Residence Hall

FOUR.

THE SESQUICENTENNIAL AND AFTER

1. EVENTS OF 1992

President Tyson was determined that the sesquicentennial year, 1992, would be a special year and as many memorable events as possible were occasions for reinforcing that perception. "The college," she said, "is at the same time a vibrant intellectual center, a beautiful physical setting, and a successful business." The fundamental reason that this is so, she wrote, is "her people then and now." The college magazine emphasized this theme throughout the year. Volume 5 number 3 focused on diversity; Volume 6 number 1 highlighted favorite teachers. "Mary Baldwin College," the president said, "is among the very best teaching institutions in the South ... being innovative and remaining the very best is not an easy task."[26]

This last comment was made at the introduction of the Master of Arts in Teaching Program (MAT), which had been carefully planned for several years, was approved by SACS in 1992, and became the college's first graduate program. The program was based on the "inquiry method" and combined educational philosophy with liberal arts courses and partnerships with currently employed superior teachers. The MAT rapidly became one of Mary Baldwin College's successes. In particular, the curriculum differed from the traditional "teaching degree program" by its emphasis on academic content. It is not enough to know how to teach; it is equally important to know what one is teaching. This was a pattern that had earlier been established by Mary Baldwin College's undergraduate work in teacher education. The college does not offer an undergraduate major in education but provides a minor and enough courses to secure teacher licensure. The MAT was also designed to be very different

from most graduate work in teacher education.

The sesquicentennial year drew new attention to the college's strong tradition of ethical behavior grounded in its Christian roots. Mary Baldwin achieved a special distinction when the John Templeton Foundation named the college as one of 10 "character building" colleges in the nation. The college had just recently reopened Miller Chapel (located in Wenger Hall) which had been sadly in need of repair and used for more secular purposes in the late 1980s. Due to the efforts of Peggy Herscher Hitchman '40 and her husband William, the room had been repainted and symbols of Christian worship installed. The chapel was used during commencement in 1992 and has played a role in that weekend and at other times ever since. About the same time, guided by Patricia Hunt, the chaplain, the students organized Association for Christian Thought and Service (ACTS), replacing the Christian Association of the Grafton years. In addition, plans were underway for the Preparation for Ministry program funded by the Carpenter Foundation and by the James L. MacAllister Scholarship Fund. (These events anticipated the establishment later in the 1990s of the Quest program, funded by the Carpenter Foundation and led by the chaplain. It combines coursework, community service, and co-curricular programming that encourage students to examine their own spiritual beliefs, and teaches them to relate to others whose beliefs differ. The students are carefully selected representing different cultures and religions: Judaism, Islam, Buddhism, and various Christian denominations. Quest has helped immeasurably to give support to the president's beliefs in civility and mutual respect.)

A new experimental program also appeared which, though it ultimately had to be abandoned, demonstrated the desire to serve the community beyond the campus. After several years of dealing with state and federal bureaucracy and with the college as well, a small group of Mary Baldwin faculty members were able to introduce a program titled "Women Helping Women" to make it possible for inmates at the Goochland Penitentiary for Women to enroll in G.E.D. and/or college level courses while they were incarcerated. The purpose was, of course, to help these individuals plan for better lives for themselves and their children after their release. The program relied heavily on a federal grant program (PELL) and the willingness of the college faculty to volunteer their time and efforts. For several years the program achieved modest success, but when the federal government discontinued its grant program, it was forced to close.

In time for the sesquicentennial year, an a cappella group of Mary Baldwin students called "Baldwin Charm" was formed to complement the college choir. Over the years they have been much in demand for special occasions such as Junior Dads Day, prospective student weekends, and meetings of advisory groups. In more recent years, two other such groups have been formed: a madrigal group

specializing in Renaissance music and the "Anointed Voices of Praise," a group composed primarily of African-American students which features gospel music. They too are in much demand.

During the sesquicentennial year President Tyson was able to announce new endowed faculty chairs. There were two of these, one in the humanities and one in natural science. Previously a chair in business administration had been established, and a fourth in theatre was added after the campaign.[27] The first holder of the Margaret Hunt Hill Distinguished Chair in the Humanities was Professor Ethel Smeak; the second appointment to this chair after Dr. Smeak's retirement was Professor Virginia R. Francisco. The first holder of the Caroline Rose Hunt Distinguished Chair in Natural Sciences was Professor Elizabeth M. Hairfield; since her retirement it has been held by Associate Professor Lundy Pentz. The holder of the Virginia Worth Gonder Chair in Theatre is Frank Southerington. The Bertie Wilson Murphy Distinguished Chair in Business Management (named in honor of Bertie Deming Smith's mother), held by Professor Gordon Hammock until his untimely death, is at present held jointly by the co-chairs of the business discipline, Associate Professors Lallon Pond and Edward Petkus.

The college also received other grants to support the academic program. The Program for the Exceptionally Gifted, which was in its seventh year, received a grant of $1.5 million from the Jessie Ball DuPont Fund, truly a help as the leaders of the PEG program, which was evolving, rethought its objectives and organization. The college also received funds to establish the Mary E. Humphreys Biology Lecture, which regularly brings visiting scientists to the college. The Humphreys Lecture was the first of several which were to be established in the years following the sesquicentennial, most notably the Elizabeth Kirkpatrick Doenges Visiting Artists and Scholars Program (1996), which supports campus visits and residencies of distinguished artists and writers, and the Smyth Leadership Lecture Series (1997), which has brought such outstanding women as Geraldine Ferraro and Cokie Roberts to the campus to speak and meet with students.

The year also provided an opportunity to reflect on the college's past. A sesquicentennial video titled "Footsteps," with a narrative by Kenneth Keller and a voice over by Mary Hill Cole, provided memories of all the women and men who had climbed the steps between First Presbyterian Church, with which Mary Baldwin College had such close ties for so many years, up to Hunt Hall and the Upper Campus. There also appeared a revised updated history of Mary Baldwin College focusing on the events of the twentieth century. It was written by Patricia H. Menk, titled *To Live in Time*. In addition, a pictorial history of the college and an alumnae directory — carefully and accurately prepared by the Alumnae Office — were published. In March 1993, the students "buried" a

sesquicentennial time capsule, due to be opened 50 years hence, in the Mary Julia Baldwin safe kept traditionally in the Administration Building. The year also seemed propitious for a look at the college architecture. The *Mary Baldwin College Magazine* printed an article by Kathy O'Neill Frazier (class of '78) about the Greek revival style buildings and the success at keeping the campus's "stylistic charm" consistent during the college expansion.

2. CELEBRATING 150 YEARS

There were three major college observances in honor of the college sesquicentennial. The first of these, Founders Day, October 4, 1991, invested the seniors of the Class of 1992 with their caps and gowns, which they would wear at graduation eleven months hence. Convocation speaker was Dr. Nancy F. Cott, professor of history and American studies at Yale University. Dr. Cott had been "instrumental in defining the field of women's history," and her address set the stage for the beginning of the sesquicentennial year. That afternoon a panel discussion among several Mary Baldwin College alumnae called "Women Considered: Myths and Realities" continued the sesquicentennial theme. That evening there was a two-piano performance by Robert Allen and Riley Haws of the Mary Baldwin College music faculty in Francis Auditorium, and two one-act plays, "Sticky Revelations" written by Bette Allan Collins (class of '61) and "A Voice of My Own" by Elinor Jones, were performed in the Collins Theatre. It was an auspicious beginning.

The following spring, May 22–24, 1992, the second observance of the sesquicentennial was held: Homecoming and Commencement. Appropriately, the senior class was the largest until that time to graduate from Mary Baldwin College. Preceding the actual ceremony was a week of special events and exhibits. "J. Hotchkiss Maps and Memorabilia" with a reception for Peter W. Roper, whose book *Jedediah Hotchkiss; Rebel Mapmaker and Virginia Businessman* had just been published, was held in the Grafton Library's Reigner Room on May 20, 1992. The following day an oratorio, "Summer Verses: The Book of Ruth," which had been commissioned by the college in honor of the sesquicentennial year, was performed at Trinity Episcopal Church and followed by a reception which honored the composer, Frances Thompson McKay (class of '69).

There was an Alumnae Homecoming (May 22–23) with balloons and parades and class dinners. There was a senior ball. Then commencement finally arrived.

It was a hot cloudless day and the solemn graduation ceremony proceeded with all of the pomp and circumstance of such occasions. Since Mary Baldwin

College has no single building able to hold the entire college community, graduations are usually held outdoors. The scene is Page Terrace (in front of the Grafton Library) but the ceremonies begin at the top of the hill in front of Hunt Dining Hall. It is a colorful occasion, mixing solemnity with delightful informality, due to the fact that almost all the audience must sit rather precariously on the very steep grassy hill, which has been mowed and manicured to perfection. Parents, siblings, and friends sit on blankets or camp stools. Because it is so steep, many remove their shoes (they are dressed for graduation ceremonies and often are wearing high heels). The academic procession lines up two by two — the faculty in very precise order of seniority — and then everyone walks carefully down the hill's broad steps, accompanied by "Pomp and Circumstance." First come the graduating seniors robed in their caps and gowns and, expectedly, in appropriate shoes and dress: no slips, pajamas, etc. permitted underneath. The faculty are preceded by faculty marshals wearing sashes signifying their rank. Everyone has already been given a program, which lists the names of the graduates in alphabetical order, duly noting honors. (This, by the way, is the official graduation list. If your name is not in it, you are not a graduate.) Following the faculty and the emeriti come the chairman of the Board of Trustees, the president, the chaplain, the deans, the commencement speaker, and other distinguished guests, all resplendent in academic robes with the gold tassels of the Ph.D.s shining in the sun.

This Commencement fit the pattern just described, and while the graduates of 1992 were "special," they were essentially the same as their counterparts in other years. There had been a commencement ball the night before. Many graduates had been up until the small hours celebrating with family and friends. Yet most were clear-eyed, excited, a bit nervous. There were occasional giggles as they observed the faculty cautiously coming down the steps behind them, but mostly they were serious and serene. The marshals led them all to their assigned chairs on the Page Terrace. Beyond the chairs, there were long tables with the diplomas, each neatly rolled and tied with a yellow ribbon, covered by a long green felt blanket. Somewhere, out of sight, there was a pile of academic hoods. Mary Baldwin College had grown considerably by 1992, but was small enough to present each graduate her/his diploma individually and the hood signifying the degree. Off to the side there were photographers, security types, musicians and curious onlookers.[28] There have been some changes since 1992. The graduating seniors now wear their hoods; the diplomas are rolled paper, and the printed approved document is awarded later, after all last-minute revisions have been made; but this description is essentially the way it still is.

The proceedings began with a brief statement by Charles Luck, chairman of the Board of Trustees. Then the chaplain conducted a brief baccalaureate serv-

ice. Students led the invocation and the responsive reading ("I Will Not Let Thee Go Lest Thou Bless Me"). Dean James Lott read the names of the honor graduates and of those who had received special awards, the Russell Award and the Grafton Award (the graduate with the highest grade point average). There was polite applause. Dr. James Harrington, dean of the Adult Degree Program, identified the Distinguished Adult Degree Student Award recipient (in 1992, two students were recognized). President Tyson read the lengthy citation of the Algernon Sydney Sullivan Awards, one a current student, the other a community person. (This is an important award, and the college is honored to be empowered to bestow it, but usually some restlessness in the audience can be observed.)

Since 1992's was a very special graduation, Mary Baldwin awarded three honorary degrees, all Doctors of Humane Letters, to Elizabeth Kirkpatrick Doenges, Anna Kate Reid Hipp, and Dr. Samuel Reid Spencer Jr. Each had given his/her support, his/her energy and, yes, his/her love to Mary Baldwin, and this is one way an educational institution can show its gratitude. In addition, the college would shortly dedicate the new student center named in honor of another trustee, William G. Pannill. As she explained all this, the president, speaking without notes as she always did, looked directly at the students: "Do you hear this" she asked them several times. She then introduced the graduation speaker, Eleanor H. Raynolds, a recently elected member of the Board of Trustees whose life modeled the ideals that President Tyson had for her students. She was a successful businesswoman who began her career when the entry of women into the upper reaches of the business world was difficult. She was, explained President Tyson, "a headhunter," an officer in the Ward Howell Corporation whose business it was to suggest suitable candidates for other businesses and institutions who were seeking leaders. Raynolds's phrases sound familiar today, but were new in 1992 for many of the students. She spoke of global perspective, of glass ceilings, of obstacles that society places in front of women and how to get around them. She reiterated the now overused phrases, "You can do anything you want to do" and "You can be anything you want to be." "Each day should be well lived," she declared.

And then, at long last the graduates' names were called, the degrees were awarded, the pictures were taken, the tears (because one was saying good-bye to roommates and friends) began to flow. At the conclusion, the Hymn for Mary Baldwin was sung by all those assembled. The academic procession reversed itself. It tended to become scattered as one after another of the students found their family and friends, but the faculty held their lines and waited to break up until they reached the top of the hill and parted ranks so that the new graduates could march between them, symbolically welcoming them into the

realm of the educated. The ceremony was over. A picnic lunch followed, the last student rooms were emptied, the final farewells were said, more tears were shed, the dorm doors were locked, and the graduation was over. Quiet descended on the campus. The summer programs began within two weeks.

Four months later, October 1992, a third collegewide occasion concluded the sesquicentennial year. It was another Founders Day, coupled with senior investiture for the class of 1993, and a special Alumnae Homecoming. Writing for *Mary Baldwin College Magazine*, President Tyson described a "wonderful sesquicentennial weekend" with more than 600 alumnae, parents, friends, and volunteers present. Students gave a production of Gilbert and Sullivan. There was an art show featuring alumnae artists Judith Godwin, Shay Herring, and Martha Butler. Dr. Riley Haws again presented a piano concert, a cycle of songs by Liszt. There were faculty lectures by Dr. Kenneth Keller and Dr. Carrie Douglass. A moving Founders Day address was given by Dr. Gwen Kennedy Neville (class of '59), "Sesquicentennial as Memory, Drama, and Celebration." There was one more sesquicentennial ball, and the college community could congratulate itself on a very successful yearlong observance of one hundred and fifty years.[29]

FIVE.

THE LEADERSHIP INITIATIVE, 1992–2003

1. PRESIDENT TYSON AND LEADERSHIP

The excitement of the sesquicentennial year faded quickly, and the realities of the financial problems were still there, seemingly as real and as pressing as before 1992. The success of the Sesquicentennial Campaign was gratifying but not sufficient to solve many of the long-term problems.

Much of the Sesquicentennial Campaign money went into the endowment with the expectation that its investment would increase the annual revenue for the college's operating expenses. A significant portion of the gifts counted was in the form of deferred gifts that the college has still not collected, such as bequests and charitable trusts that the college does not own. Part of the funds raised went to pay for the carrying cost and debt interest of the Quarles plan and for the expectations of a balanced 1995 operating budget. Some money was devoted to continued upgrading of the physical plant. Some went to program development and to personnel. There were modest salary and benefit increases for faculty and staff, but still far from enough to match the average peer-group salary levels.

There were major efforts at strengthening the planning, capital, and assessment efforts of the college, and a special committee made up of board, faculty, and staff members was entrusted with these tasks as well as with setting up a new five-year strategic plan. A new architectural firm to focus on major facilities needs and modifications was appointed, and for the first time an historic property assessment of the art and archives collection was undertaken. In efforts at efficiency and cost control, the management of much of the everyday

work of the college, i.e. food service, lawn and sidewalk maintenance, and campus security, was contracted out to Service Master, which had performed satisfactory work on the campus for many years, and later to Chartwells Dining and Food Service. Operation of the college bookstore was contracted to Bookstores of America, Inc.

Into the ferment of ideas and suggestions related to the five-year strategic plan, increasingly, came the concept of "leadership," partly perhaps because of the ongoing debate and court hearings about a major effort in conjunction with Virginia Military Institute to offer a nationally recognized opportunity for women in leadership development. The word "leadership" was not much in evidence (at least in academia) in 1985. There had been much skepticism in the academic community in Virginia when the University of Richmond proposed and funded a college major in leadership in the early 1980s. Later, in 1995, when Mary Baldwin College had created the unique Virginia Women's Institute for Leadership program and was asked, "How do you teach leadership?" the answer generally was, "We have always done that. We expect our graduates to be leaders." But in the past the college had been a little short on specifics. However, Cynthia Tyson had some well-developed ideas about leadership, and it is only in retrospect that we can see how familiar that concept has become.

No better role model for "leadership" could have been found than that of the Mary Baldwin College president. "Leadership," she said, "is not vertical (i.e. decisions made from the top down); rather it is horizontal." It encompasses two-way communication and truthful, vigorous conversation with all those involved. It means providing adequate, accurate information by which decisions can be made, but not so detailed or so technical that it is ignored. It involves an environment which encourages discussion with civility and respect. It presents clear objectives to be debated. It involves "integrity" (another famous Tyson word), resourceful discipline and logical thinking. And it is characterized by the opportunity to show appreciation for those who are involved in the process. The latter step in the process — showing appreciation — was certainly one of Dr. Tyson's strongest characteristics. She was a prodigious letter writer, not the curt, formal, abbreviated comments of modern technology, but gracious handwritten notes to specific individuals, thanking them for their interests and contributions, and expressing sympathy for their concerns. She wrote to trustees, to individual staff, to office personnel, to students, to alumnae/i, to parents, to faculty members, to the food service chefs and those who serve the food, to Staunton hostesses and church officials. She was customarily in her office by 6 a.m. "This was her space and a time to get things done, and she wrote her notes then."[30] The impact was unbelievable.

2. LEADERSHIP INITIATIVE CAMPAIGN

Perhaps it was inevitable that shortly after the Sesquicentennial Campaign effort President Tyson and her trustees felt it necessary to consider another major financial campaign. "But we have just finished doing one," was the comment frequently heard on campus. And the answer from the Institutional Advancement Office was, "We are always in the midst of fundraising campaigns!"

This one was equally gratifying and almost unexpectedly successful. It was initiated by a $5 million challenge gift from alumna Alice Tolley Goodwin (class of '66) and her husband William in the summer of 1995. It was designed to "highlight Mary Baldwin's strength in the field of female leadership." The total goal was set for $20 million and a chairwoman for phase one was named, Claire "Yum" Lewis Arnold (class of '69). By June 1998 the initial amount the campaign had hoped for had been exceeded by $9 million. The goal was raised to $40 million. Then, as gifts, grants, bequests, and deferred giving benefits flooded the Institutional Advancement Office, the goal was raised to $50 million! Perhaps because of the establishment of the Virginia Women's Institute for Leadership and the college's efforts to associate the word with its public identity, but most certainly because of the president's remarkable leadership skills, the new financial effort was called the Leadership Initiative.

Once underway, the organization of the campaign was superb. As always, the early years had been "quiet and low key." The first challenge gift by Alice and William Goodwin was met several times over, and the "many strong leaders among our alumnae helped us approach potential donors and make our appeal." The Goodwins doubled their initial commitment for a total of $10 million. Over 6,000 individuals, boards, foundations, corporations responded. Phase two was a more public effort chaired by Charlotte Jackson Berry (class of '51) and by Elizabeth "Betsy" Mason (class of '69). All the members of the college's various governing and advisory boards, many present and retired faculty and staff, hundreds of alumnae and their families made up the long list of those who joined the effort.[31]

Before the campaign books were closed, a total of $58,385,734.12 had been raised. Mary Baldwin College had successfully completed the largest capital campaign to date among women's colleges in Virginia. The formal phase of the campaign encompassed six years (1995–2001), and although it is impossible to name all those leaders who led the way, some familiar names emerge: Anna Kate Hipp, Charlotte Jackson Berry, Bertie Deming Smith, H. Gordon and Mary Beth Smyth, Alice and William Goodwin, and Elizabeth Newman Mason.

This Leadership Initiative was largely considered to have been an alumnae effort. "The former students of Mary Baldwin College are extraordinary peo-

ple, and they are committed to making an extraordinary future for their college," declared President Cynthia Tyson. Yum Arnold, who was chair of the board as the campaign progressed, added, "This campaign has made Mary Baldwin College, already the largest women's college in the commonwealth, the fastest growing women's college in Virginia." Indeed, the importance in this effort of the alumnae groups cannot be overstated. This point is well illustrated by a "surprise donation" in September 1995, when eight alumnae anonymously donated $2,000,000 to establish an endowment fund to support leadership development. This fund was to be named in honor of Cynthia Haldenby Tyson. "I was astonished and deeply touched when these good friends of Mary Baldwin told me of their plans," said President Tyson. "It was a complete surprise. I'm thankful for their faith in me and their commitment to the college." There was that long-ago dream of President Abel McIver Fraser, who sought in 1926 to organize the alumnae to support the college. "Are there not a number of alumnae ... who have in the past received some blessings from Mary Baldwin ... into whose heart the Lord will now put it to do a really big part," he had inquired a bit plaintively. His plea was unanswered in 1925–28. In 2001, the alumnae — and many others — gave a positive response to his question.[32]

President Tyson spoke for the entire college community. "I am in awe of every effort, every dollar, every dedicated idea, every ounce of energy that went into the leadership initiative to move our college forward," she wrote. Then, being Cynthia Tyson, she suggested the "next step," in effect setting the parameter for a future campaign. She concluded, "I am profoundly grateful, I am humbled and honored by your achievement, and I thank you all."[33]

3. RENOVATION AND REMODELING

As the funds began to come in, there were already plans for how they would be spent. A very important aspect of any fundraising campaign is to identify the needs of the college (physical, curricular, endowment) not only to explain to proposed donors, but also to begin the process of intelligent distribution. Once the funds for capital improvements have become available or it can be determined that they are going to be available, the appropriate personnel become busy with blueprints, contracts for remodeling, and orders for materials, with planning space and needs requirements, and with setting a master calendar to work in and around the school calendar.

The years 1992–2003 were marked by an incredible number of renovations and other capital improvements: the King Building, campuswide infrastructure wiring, the Administration Building, Agnes McClung Residence Hall, Martha

Stackhouse Grafton Library, and the Jesse Cleveland Pearce Science Center. And at the end of that period, an old building was taken down and a new one constructed in its place.

The first renovation during this period was that of the King Building, which was completed in 1996–97. This was before the completion of the Leadership Initiative Campaign. The work on King was financed by industrial development bonds, supplemented by funds from the Sesquicentennial Campaign.

The administration had been considering for a long time a permanent solution for the underused space in King Building. Once the athletic department and the drama faculty had moved out in the late 1980s, what should be done with this building that had so much significance for the college and its students? It was the "Centennial Building" completed just as the United States became involved in World War II, and it had been the scene of war bonds sales and dances with soldiers recovering from wounds at the Woodrow Wilson Military Hospital in Fishersville. It held the combined gymnasium/auditorium (state of the art in 1942) where regular convocations were held, student government assemblies and elections took place, and the King Series brought many artists, musicians, and lecturers to share with the community and the college. There was a swimming pool, not very big even by 1942 standards — Dean Grafton said we could not afford to build a bigger one at that time — but it provided a place for lifesaving classes, for the synchronized swimming of the Dolphins, even for diving contests. King was the site of graduations, Founders Day, the Sophomore Show, the Junior Dads Day dances and much more. It had been central to so many college activities that it was hard to realize that little by little these activities were being held elsewhere on the campus. The college could no longer even use the auditorium for major events because the fire department and insurance companies said it could no longer safely seat more than 300 people at a time. There had been as many as 1500 people there in the past, at least on rare occasions. Even those who did not want to discontinue the use of the auditorium were forced to admit that, since it was located on the top floor of the building and had only three narrow exits and inadequate rest rooms, for an enlarged student body of the 1990s it was outmoded. So King had stood there empty and forlorn.[34]

The Five Year Capital Improvement Plan had suggested strongly that the King Building be used as a residence and resume its place as an important venue on campus. So King was thoroughly renovated. Suites for student housing designed for more "adult" and "private" living styles were provided; the first floor of the building was designated as a conference center with seminar rooms. The remodeled building was almost immediately popular with students and alumnae and Student Government Association groups. Although both the audi-

torium and the swimming pool were gone, King had once again become a vibrant center in a vibrant campus.

No students lived in King when the renovation began, so it was fairly easy to get to work immediately, but for other buildings currently in use plans had to be m ade to move the occupants and the offices elsewhere on the campus. It was like a giant jigsaw puzzle fitting all the pieces together, emptying the buildings, or working around persons and property in those cases where they could not be moved, getting the work done and then moving everyone back in. It was a fascinating and continual source of amusement, speculation, and suggestions ("why don't you put a water fountain here?"), *Campus Comments* articles, and heartbreaking deadlines. One could almost ask, "How do you keep a college campus amused if there is no building going on?" but of course that time never comes.

It should be noted (it could hardly be ignored) that during these years, all campus buildings were rewired for data, voice, and cable — like King, paid for by industrial development bonds. (Also, one by one older buildings were being air conditioned, a process which still continues). The Tyson dream of a technologically advanced campus, first expressed in 1986, is also still in the process of being realized, partly because the technology has become much more sophisticated as the years have gone by, making it difficult to keep current with new developments. In 1996–97, the college launched project EXCEL. IBM donated services, equipment, and monetary support ($500,000), and also provided an Executive-on-Loan for eighteen months. Of the $10 million contributed by the Goodwins, $1.1 million paid for a new state-of-the-art language lab, math and science computer labs, new faculty and staff computers, and upgrades of all computer laboratories over a three-year period.

A major effort to renovate, redecorate, and rehabilitate the oldest buildings on campus began early in 1997 and was completed in time for Founders Day, October 1998. Both the Administration Building and McClung Residence Hall had been built in the era of the college's founders (Rufus Bailey and Mary Julia Baldwin) and had been in continuous use since the mid-nineteenth century. The Administration Building opened its doors to students and faculty in 1844. Two wings were added in 1857. All building stopped during the Civil War. Indeed Miss Baldwin and Agnes McClung, her assistant, were lucky to keep a roof over their heads since much of the town was burned or destroyed during the Union occupation in 1864. However, as soon as possible after the war ended, Miss Baldwin had "Brick House" built (1869) connecting it to the Administration Building so the two ladies who lived there had easy access to their offices and their students.[35] The modest building facing New Street was home to Miss Baldwin and Miss McClung until their deaths and was then used as student housing by Mary Baldwin Seminary. Early in the twentieth century (1910) a

building program under the direction of W. W. King had enlarged the residence hall. The expanded facility simply "enveloped" Brick House. The older parts of the building were hidden, so to speak, and the new building was called McClung. It continued to be used for student housing throughout the twentieth century.

In 1997, the Goodwins' gift and matching funds made possible the rehabilitation of both the Administration Building and McClung. The Administration Building was completely rehabilitated and modernized, with careful attention to historical details. It houses, as it always has done, the president's and the deans' offices, a modest collection of Baldwin memorabilia, and today's admissions offices. Although the center of the campus has shifted (probably Hunt Hall would be so considered in the twenty-first century) Administration is the first building those seeking admission to the college see, and for the historically inclined it still has great significance. On Founders Day, October 1998, the Administration Building was rededicated.

Next on the list were Grafton Library and Pearce Science Center. Here again, there were renovation and technological upgrades, though not on the scale of King, Administration, and McClung. Grafton Library was refurbished, with new carpeting and new paint. The audiovisual resources on the first floor were greatly expanded, a new seminar room was added, and Grafton, now completely wired, was made ready for the twenty-first century. In Pearce, labs were upgraded, both labs and classrooms were rewired and fitted with computers, and the whole interior was repainted.

Another physical change with resulting impact on the college landscape was the decision to take down ("demolish" seemed too strong a word) Rufus W. Bailey Residence Hall and construct a new building to house the students in the Program for the Exceptionally Gifted (PEG). Bailey (actually, a two-building complex) had been Staunton's King's Daughters' Hospital beginning in the early twentieth century. In the 1950s the College had exchanged its property on North Augusta Street for the hospital holdings. The corporators of the hospital immediately built, with federal and community help, the Staunton King's Daughters' Hospital, and the college proceeded more slowly to raise money to renovate the old hospital building for a student residence — the "latest word in modern design and convenience," as it was described in September 1955. The connected buildings were named after Rufus W. Bailey, the college's "first founder," and were used variously for freshmen and later for PEG students as well as the general college population. Little had been done to it since 1954 (and truth to be told, it had not been in good condition then). In the 1990s, as the discussions about the redirection of the PEG program were being held, a study of the physical condition of Bailey suggested that it could not be satisfactorily rehabilitated and probably should be removed and a new build-

ing put in its place.[36] The result was a $5.8 million building especially designed for the needs of the PEG program (the total project, including landscaping, paving, furnishings, wiring, and relocation, cost $7.08 million.) It occupies the space of the former Bailey Residence Hall, but to some eyes seems somewhat cramped and in need of more room. The building's name — The Center for the Exceptionally Gifted — does not continue historic connections, and its exterior design is less ornamented than other buildings on Frederick Street. The interior, however, masterfully combines offices, gathering spaces, and living arrangements appropriate to the age of the PEG students. It is, of course, air conditioned and fully wired. It stands as a manifestation of the success of this innovative and unique program.

When Dr. Tyson retired in 2003, she left behind a renovated, upgraded and modernized campus which helped to realize her dream of appropriate physical surroundings for scholars. But of course like most dreams it was not complete. Mary Baldwin's physical plant, like that of all colleges, is always a work in progress.

SIX.

THE ACADEMIC LIFE OF THE COLLEGE, 1985–2003

1. THE CURRICULUM: A MIX OF OLD AND NEW

From the early days of her administration, Cynthia Tyson stressed the importance of academic excellence. To sustain excellence meant to maintain the strength of the liberal arts while developing the curriculum to meet changing needs and also creatively — and carefully! — adding new academic programs. Much of the curriculum and many of the requirements for graduation would still seem familiar to alumnae from 1985 and before, but there have also been some significant changes.

Every entering student must plan her work to include studies in the core curriculum: the arts, the humanities, the natural sciences, mathematics, and the social sciences and history. There are also requirements in writing skills, oral communication, and computer skills, as well as for experiential education, women's studies, and physical education. Completing the core curriculum generally requires most of the freshman and sophomore years, although there are many variations, since everyone has an individualized four-year plan. In addition, each student must complete a concentrated program of study (the major) and a senior requirement appropriate to the discipline in which she has chosen to major. There are majors in most traditional liberal arts areas, but there are a number of pre-professional majors available as well.

"Pre-professional majors," as well as the rising demand for courses outside the arts and sciences, raise the question of what constitutes the "liberal arts" curriculum. When it was made public, late in the Lester years, that courses in business and computers would be added to the college offerings, there were letters from parents

and alumnae who did not want to see Mary Baldwin become a "vocational school." But attitudes changed with changing reality, and by the mid-1980s the demand from students and parents was for more — not fewer — career-oriented courses.

One of President Tyson's first priorities, as has been noted, was to increase the enrollment by applying modern marketing skills and offering greater financial assistance to prospective students. At the same time, understanding, as she said, that women came to college not only for intellectual and cultural knowledge, but also in order to pursue a career (a paying, challenging career) when they graduated, she began carefully and thoughtfully encouraging the addition of new courses in business and professional skills that had previously been considered inappropriate for a Mary Baldwin College curriculum. Increasingly, parents, who were paying higher and higher tuition and fees each year, were asking their young college-bound daughters (or sons), "What do you do with an English or history or art or philosophy major when you graduate?" In order to provide the courses necessary to answer that question and to promote good returns on the parents' and children's college investment, Mary Baldwin had to change, enlarge, and reorient its course offerings.

Introducing new courses into an established college curriculum is not easy. There are involved procedures. To understand how it works, it is necessary to understand how the faculty is organized. While each faculty member is appointed to a discipline (e.g. English, chemistry, art), disciplines at Mary Baldwin are organized into divisions, each headed by a coordinator. There were five divisions in the 1980s: Division I (English, foreign languages, and fine arts); Division II (history and social science); Division III (the natural sciences and mathematics); Division IV (experiential learning including computers, externships (now called internships), independent study, teacher education, and pre-professional majors); and Division V (dance, physical education and related activities). Various combinations of these divisions occurred over the years (today there are only three divisions), but the division structure has continued to provide the machinery through which academic offerings leading to degrees from the college are approved.

A new course begins life in an academic discipline, which must write a logical and careful description of its proposal, consulting with faculty in other disciplines who may be affected. The discipline then sends the proposal to the division coordinator, who — after approving it — sends it on to the faculty's Educational Policy Committee, which then recommends it (or not) to the faculty as a whole at its regular monthly meeting. The entire faculty discusses each course and votes to approve it or turn it down. Throughout the process, consideration is given to who will teach the course, what expenses are likely to be associated with

it, how it fits into the stated purpose of the college's educational program, when to schedule it, etc. The process seems cumbersome, but it is designed to keep the curriculum as a whole logical, integrated, and academically appropriate.

In spite of the logistics, a myriad of new courses were added to the Mary Baldwin curriculum during the Tyson administration. For someone who loves to take organized courses taught by superior faculty, the current catalogue offers a perfect kaleidoscope of wonderful opportunities to learn. For students, the problem is how to fit all of this into their schedules.

It is impossible to include here all the educational opportunities added during the Tyson years, but a partial listing would have to include the following. The college approved offering a Bachelor of Science degree as well as the traditional Bachelor of Arts. An effort was made to pair traditional liberal arts courses with career possibilities, such as health care administration, marketing communication, art with an interior design emphasis, or arts management. The music major was recreated, with almost instant success, as was the philosophy major. Physics was revived. Greater emphasis was placed on language work not only in the traditional French, Spanish, and German, but also in Japanese and Russian, and setting the stage for Arabic to be taught soon after Dr. Tyson's retirement. Language and culture studies in overseas environments were organized for May Term: Australia and New Zealand, Japan and Korea, China and Bulgaria. (MBC students from the 1960s and 1970s will be happy to know that the venerable English/History summer course at Oxford continued to be successful as well.)

The college also added the option of a minor as well as a major. (A student must major in a subject; the minor — which may or may not complement the major — is optional.) The minor proved very popular, and by 2000, thirty-three were offered. There were carefully constructed pre-law, pre-medical, and teacher certification programs. There were art education, business education, and theatre arts combinations. There were cooperative programs with the University of Virginia for engineering and computer science, with Vanderbilt for nursing, and with Washington and Lee for physics and German. There were elaborate honors programs and a "Bailey Colloquium" as well as human resources management and business certification. Programs in health care administration, endowed by the Carpenter Foundation (the only such undergraduate course of study so endowed in the United States) and international relations, leadership studies, military science and ROTC are now listed in the catalogue. There are courses in Islam, African-American Religions, and Buddhism. With considerable courage, a professor offered a course called Religion, Politics, and Public Policy, and it proved extremely popular. There was a vastly expanded physical education program with intercollegiate sports and

much emphasis on health education and wellness. Communication became a popular major, and there were student run radio and television stations on campus. The business major alone offered thirty three courses.

As new faculty were added and older ones retired, new courses were added that related to immediate national and social concerns: Globalization, Judicial Processes, Peace and Mediation, Multicultural Psychological Counseling, and Community Service. Many of these courses lent themselves to the May Term schedule, as did specialized courses in music and in the arts. The MAT programs were reviewed and licensure in MAT-ES was approved.[37]

As the academic offerings continued to be evaluated, courses in writing and oral communication were strengthened. Each academic course's syllabus was to include oral presentations as well as written essays and term papers. There was discussion of how to assure at least minimum student computer literacy. (Although there were numerous computer courses offered, it did not follow that all students had taken advantage of them.) With the college's expanded communication capacities, were all faculty computer literate? There were plans proposed about how the faculty should be able to demonstrate such skills. Not all of the faculty welcomed such change.

In the mid-1990s, questions arose about the May Term. The dual purpose of the short four-week term before the end of the regular school year had been to allow scheduling ease for externships, experiential learning, and trips overseas for language and cultural courses, and to allow students who stayed on the campus the opportunity to study one course in real depth. There were always some students who had seen this as an opportunity for enhanced leisure, and more and more faculty had raised questions about the academic respectability of May Term. The dean of the college and a faculty committee surveyed students and others, and decided, since the students overwhelmingly wished to keep it, to "fix" May Term with more stringent written requirements, contact hours, and a comprehensive final examination. So May Term continued on the schedule.[38] And, as has been noted, many of the new courses were particularly appropriate for the concentrated period of study which May Term provides.

Throughout the multi-year process of modifying the college's curriculum, the faculty worked hard to maintain consistency between the established and the new. The general education requirements were reviewed to be sure they fit into contemporary students' needs, and the new courses were equally scrutinized to be sure they built on the obligatory core.

Not every change, however, meant expansion. Sometimes courses — and even major programs — were phased out when competing demands required. In the 1970s and early 80s, an energetic summer program had existed on the Mary Baldwin campus. At times, more than a thousand persons were on the

campus during the summer months. This is no longer true. A recent catalogue now notes "summer offerings are deliberately kept to a minimum to achieve economies of scale and to allow seasonal upgrades to residence halls to proceed unhampered."[39]

In the past quarter century several new academic programs have been added to what was historically called the "traditional" program (now called the Residential College for Women or RCW) — the core undergraduate experience based on the college's Staunton campus. Two of these were begun during the years of Virginia Lester's administration. The first was the Adult Degree Program (ADP) in 1976, a nonresidential, individualized baccalaureate degree program designed to meet the needs of mature women and men. Next came the Program for the Exceptionally Gifted (PEG) in 1985, designed to meet the needs of academically gifted young women of high school age and incorporated into the Residential College. Both these programs grew into mature and successful programs during the Tyson years. Under Dr. Tyson's leadership, the college launched graduate programming and now offers two such programs: the Master of Arts in Teaching (discussed previously) and the Master of Letters (M.Litt.) and Master of Fine Arts (MFA) in Shakespeare and Renaissance Literature in Performance (2001), offered in partnership with the American Shakespeare Center (previously known as Shenandoah Shakespeare). In 1995, the college established one of its most exciting — and certainly, at least initially, its most controversial — program: the Virginia Women's Institute for Leadership (VWIL), also part of the RCW and designed to provide an opportunity for young women to develop the skills and character they need to succeed as military or civilian leaders. These programs reflect the college's mission to provide educational opportunities both for young women in residential programs and for women and men of all ages in nonresidential programs.

2. A UNIQUE PROGRAM, VWIL

One of the most striking and innovative new programs at Mary Baldwin College was VWIL. It has a strong military orientation and a debatable origin. It came about, in part, because the United States government filed a complaint against the Commonwealth of Virginia and the Virginia Military Institute in 1990, saying its single-sex policy of admission violated the Equal Protection Clause of the Constitution and ordering VMI to admit women on an equal footing forthwith. The state of Virginia has a long and proud tradition of military service to the state and to the nation, and VMI's leadership felt that its unique program, developed over more than a century, would be affected adversely by

the government's order. A legal appeal slowly wound its way through the U.S. District Court of the Western District of Virginia and the U.S. Court of Appeals for the Fourth Circuit. At one point, it was suggested that VMI might be able to continue its traditional male program if the state sponsored at the same time an alternate but equal program for young women. So VMI proposed a state-supported program at Mary Baldwin College, which would give form and substance to women desiring the advantages of VMI's structure in leadership and self-discipline, make them eligible for military commissions when they graduated, and otherwise produce comparable educational outcomes. A partnership with Mary Baldwin seemed logical because Mary Baldwin had already been involved in leadership conferences throughout the 1990s. President Tyson and other college representatives had recently participated in several different but related conferences concerning women, leadership, and women's colleges. In 1989, the presidents of Virginia's four women's colleges met at Randolph Macon Woman's College to discuss women and leadership at a conference sponsored by the Women's Resource Center of Central Virginia. At that time, Dr. Tyson said, "Modern women's colleges are not finishing schools. We are starting schools. We start them out onto the rest of their lives with a very well informed sense of the many opportunities they have fully prepared for them and the combinations that are the glory of being female. ... It's marvelous to be a woman these days."[40] Another conference, held in 1992 at Mary Baldwin, was titled Discovering and Celebrating Women's Initiative, sponsored by the Advantage of Women in Higher Education.

While Dr. Tyson knew that the establishment of such a leadership program could prove beneficial to Mary Baldwin College, she also knew that the arrangement must have the support of the state's highest officials. Governor L. Douglas Wilder gave the go-ahead, and Mary Baldwin began to plan in earnest. Throughout 1993–94 a task force of Mary Baldwin faculty, chaired by the dean of the college and the dean of students, fashioned a program whose curriculum and co-curriculum had the goal of developing leadership skills in women. At the same time, a joint committee of faculty and administration from VMI and Mary Baldwin College worked on issues of coordination between the two institutions. What resulted was the "Virginia Women's Leadership Initiative" to be funded by the VMI Foundation (a private foundation established years before for the benefit of VMI) and by grants from the state of Virginia equal in amount per student to that paid to support each male cadet at VMI.

The first all-female corps of cadets (42 women) matriculated on August 22, 1995. The name of the corps had been changed by then to the Virginia Women's Institute for Leadership (VWIL) in consultation with Governor Wilder. Dr. Brenda L. Bryant was appointed the director, and she was joined by VMI and ROTC mil-

itary officers. The first year was generally considered a success, and recruitment efforts for a second class were promising: the new program was establishing itself.

In June 1996, however, the Supreme Court upheld the federal government's insistence that VMI must admit both men and women. The opinion said that VWIL did not satisfy the requirement for equal treatment. When the news came of the Supreme Court's decision, both Mary Baldwin College and VMI agreed to continue their plans for a cooperative program. However, the VMI Foundation began phasing out its financial support, in accordance with its contract with Mary Baldwin. VMI began moving towards co-education: today a small percentage of VMI students are, in fact, women. Many in both communities expected this decision to mean that VWIL would be eventually discontinued. Cynthia Tyson did not. On June 26, 1996, she wrote a statement to the community, "We are of course very disappointed in the outcome. We are convinced that VWIL is a very successful experiment in undergraduate education. Its rigor, structure, high academic and ethical standards, and insistence on physical fitness provide a strong model for the education of the world's leaders in the twenty-first century. VWIL is a premier educational opportunity for young women. We remain committed to the concept and to our students."[41]

VWIL is now (in 2004) 10 years old. It consists of four platoons, a band, a color guard, and a full staff under executive officers and a company commander. The corps has marched in two Virginia gubernatorial inaugural parades, in two St. Patrick's Day parades in New York City (in 2004, the corps won second place among marching units), in Staunton's Memorial Day celebration and other local and regional events, and in its own regularly scheduled parades and commissioning ceremonies. It is much admired. The VWIL program is a "unique blend of academic curriculum, military training, physical training, and extensive co-curriculum." As the commandant, Brigadier General N. Michael Bissell, described the VWIL program, "It remains programmatically independent of VMI yet has remained a close collaboration relationship."[42]

The demands of VWIL on its participants certainly fit the vision of President Tyson. In addition to completing the Mary Baldwin College's general education requirements and selecting an academic major, a VWIL student must take additional work in natural science, foreign languages, mathematics, interdisciplinary leadership courses, and advanced physical fitness. A VWIL student completes four years of ROTC and may choose to request commissioning appointments in the Army, the Navy, the Marines, or the Air Force of the United States.[43]

In addition to being academically challenging, VWIL demands commitment to community values, physical stamina, and a sense of purpose. In the 10 years of the program's existence (through 2004), 54 of its 135 graduates have been commissioned into military service. Twenty-four of those women have served in

Afghanistan or Iraq. Although the VWIL cadets have many separate responsibilities and their time is very structured, they have become an integral part of the Mary Baldwin College student body. At a later date, President Tyson observed, "Alumnae all over the country feel proud that the name of their college has become known and admired. ... Eventually the social, political and legal issues would fade and Mary Baldwin College will be left with a fine educational program, entrepreneurial in its innovative approach to leadership, learning, and competence." [44]

It is small wonder that so many people have found the process of establishing VWIL bewildering. The story as told above leaves out an important element. This really became two legal questions: (1) Could VMI remain a military academy only for men? 2) Could any educational institution, public or private, remain single sex without violating the Fourteenth Amendment? As VMI's legal defense of its single-sex status in the courts proceeded, Mary Baldwin College was joined by six other women's colleges in filing briefs supporting VMI's position.[45] The issue went far beyond Mary Baldwin College's interest in creating a "leadership initiative." The court's decision about VMI's wish to remain all male seemed to pose a threat to all single-sex colleges, whether they be all female or all male, public or private. The government's case against VMI was based on an interpretation of the Fourteenth Amendment which said separate facilities, whether segregated by race or gender, were essentially not equal. President Tyson and the other women's college's administrators saw this as a "wedge" which could be used to force all colleges in the country to be open to both sexes. Since the court battles had ended educational segregation in the 1950s and 1960s, all public schools had been ordered to be free of racial discrimination. Private schools, whether secondary or collegiate, had been considered to not be covered by the order, since all the legal demands had focused on tax-supported educational institutions. But some, noting the rapid decline of single-sex institutions in the 1970s and 1980s, were genuinely concerned. Other federal legislation requiring equal financial investments in men's and women's sports programs posed problems even for private institutions.[46] The main issue was the shrinking of differences between public and private institutions. If the measure was public tax support, then few institutions in the entire country were private. Students at Mary Baldwin College and other single-sex colleges (only about 66 remain in the entire country) have work study programs which are financed with federal funds; federal research grants are sometimes awarded to private individuals; Virginia students regardless of sex are eligible for Virginia Tuition Assistance Grants. Mary Baldwin College, as well as other women's colleges, must comply with federal rules about safety, social security, etc. When does an institution cease to be private? When is it sin-

gle sex?[47] In the end VMI and the Commonwealth of Virginia lost the lawsuit, and VMI became coeducational. Private single-sex colleges were told that they would not be subject to the court's decision because they were "private" and some civil rights legislation has protected them from separate-but-unequal lawsuits. So the issue has remained not entirely or satisfactorily ended.

President Tyson continued to be an eloquent spokesperson for single-sex education. She gave many speeches to the Virginia Democratic Women's Club, the Morris Communications Group, to MBC alumnae/i, and many other interested groups. "If single-sex education is lost, diversity and choice would be lost. At Mary Baldwin," she remarked, "every question is asked of or by a woman. Every answer must come from her. There is no escape. Her abilities, competitiveness, competence, and diligence are tested every day."[48]

3. A COLLABORATIVE PROGRAM IN SHAKESPEARE

In 2000, five years after VWIL had been established, the college developed a new program — its second graduate program — the Master of Letters (M.Litt.) and Master of Fine Arts (MFA) in Shakespeare and Renaissance Literature in Performance. Like VWIL, this new program represented a collaboration between MBC and another institution.

In the 1990s, a talented and enterprising group of young persons, some students at James Madison University or others who had been there, and their dynamic instructor, Ralph Alan Cohen, put together a company of actors who performed English Renaissance plays for their friends and colleagues in Harrisonburg, Virginia. Since they focused on Shakespeare's plays, performing them in as close to an original style as they could manage, they called the company "The Shakespeare Express." They had no scenery or costumes (neither did Shakespeare's contemporaries who were used to performing in the back of wagons or in taverns.) They relied solely on the dramatic possibilities of Shakespeare's texts and their own skills to project the actors and the characters to their audiences. They played in local high school auditoriums, on college campuses, and in small town squares. They were astoundingly successful and soon had several traveling companies who performed throughout the United States and even in England. Their dream was the same as Shakespeare's acting company had been. They wanted a theatre, a permanent home where they could employ the magic of Shakespeare's words and poetry. The Shakespeare Express's home was still in Harrisonburg, but they began in the late 1990s surveying possible locations and financial backers to allow them to build an authentic theater such as sixteenth-century players used. Their proposed model

was the Blackfriars Theatre in London where some of Shakespeare's plays had first been performed.

After considering several sites (and several cities) the company made the decision to build its Blackfriars Playhouse in Staunton, on Market Street only two blocks south of the college. It is an architectural gem and a real treasure. The black-robed English monks of the fourteenth century would have immediately been at home in it. (Shakespeare's company in the sixteenth century had been given permission by the Tudor monarchy to take over the abandoned monastery property.) Skilled historical reconstructionists, architects, carpenters, and others transformed the small hilly lot into a perfect replica of the original Blackfriars, and the company had a home. Shenandoah Shakespeare Express became the name of the touring troupe; the organization itself was then known as Shenandoah Shakespeare until 2005, when its name changed once again — to the American Shakespeare Center — to better reflect its scholarly and educational mission.

As it developed plans for its building, the company — specifically its executive director, Ralph Cohen — approached Mary Baldwin with the proposal to develop jointly a master's level program in the study of Shakespeare. The company contacted English professors and drama departments in Rockingham and Augusta counties, probing the possibility of a joint effort combining the resources and expertise of neighboring colleges and universities. Mary Baldwin, because of its familiarity with the company and its eagerness to expand its graduate programming (and also because of the proximity of the proposed Blackfriars Playhouse itself!) very quickly became the single partner.

The academic world generally moves slowly, particularly when it comes to collaborative efforts, but this case was an exception. Several of the Mary Baldwin theatre, art, English, and history faculty were enthusiastic supporters, as was the English-American medieval scholar who was president of the college. The successes of the Mary Baldwin College's MAT graduate program led to the idea that another graduate program composed of literature, drama, and art of the Renaissance era could, with the help of Shenandoah Shakespeare, be equally successful. Within one academic year, the faculty designed and approved the curriculum, and the Board of Trustees gave its blessing.

Concurrently, financing for the building itself was receiving positive results and strong support from several banks, educational foundations, private donors (including a large number of Mary Baldwin faculty and staff), the City Council of Staunton, and the Chamber of Commerce's tourism division. The completion of the new building corresponded with the establishment of the new graduate program. The college approached the Commission on Colleges of the Southern Association of Colleges and Schools, which approved the new graduate degrees

of Master of Letters and Master of Fine Arts in Shakespeare and Renaissance Literature in Performance. The first students graduated from the two-year M.Litt. program in 2003.

So pleased was the Shakespeare company with President Tyson's contribution to the building and her frequent presence there, as well as with her support for the joint educational venture, that they named the educational center the Cynthia Haldenby Tyson Room.

At this writing, September 2005, there have not been any further graduate degree programs, but there are ongoing discussions about what might be next. Those who treasure the liberal arts rejoice that the first steps into the field of graduate studies demonstrate the commitment of Mary Baldwin College to the original charter statements about our purpose: education in the arts and sciences.

SEVEN.

THE FACULTY

1. DEFINING THE FACULTY: "TRADITIONAL," ADP, AND ADJUNCT

While faculty do not play the major role in fund raising, financial matters, admissions procedures, or decisions involving the college's physical plant, they are central to the development and implementation of academic programs. They design the curriculum and they teach the courses which the curriculum comprises. The curricular and programmatic changes during the Tyson years are, in retrospect, staggering, and those changes did not occur without major efforts by the faculty, and major effects on them.

As more and more new courses were added to the curriculum, inevitably the number of full-time faculty increased. The efforts to integrate the ADP program more closely into the college as a whole resulted in an incorporation of ADP faculty into the "traditional" faculty, although ADP faculty had six-year — later seven-year — contracts and were not on the tenure track. Most of the ADP faculty were full time, a calculation based on contact hours with students rather than number of courses taught, and they served on faculty committees, advised students, and attended faculty meetings.

Indeed, one phenomenon of the Tyson years was the growth of the Adult Degree Program and the changes in curriculum and faculty governance which that growth brought about. ADP faculty became more visible at faculty meetings and in faculty committees (of which there sometimes seemed to be no end).

A recent survey of the ADP alumni provides some very interesting data: the total number of ADP students who graduated from Mary Baldwin College between 1985 and 2000 was 1,810. Many more, of course, took individual courses and might continue their efforts for several years. Their ages ranged from

the mid-20s to the 70s, with 53 percent of the number in their 30s and 40s.

Eighty percent were white; over 16 percent were black, Hispanic, and Asian. There were a few (0.2 percent) who were American Indian. Eighty-six percent of the students were female. They majored in a wide variety of subjects, with the heaviest concentration in business administration, computer science, health care, sociology, and psychology. The more traditional liberal arts majors were far fewer in number, with English, history, and philosophy/religion indicated as the major by 214 respondents to the survey. Like "traditional" students, ADP students must meet the college's general education requirements.[49]

The implications of these numbers were increasingly recognized by college administrators and faculty. More attention was paid to distance learning techniques, to advising methods for adult learners, and to other means of truly incorporating these women and men in the college environment. President Tyson was fond of pointing out the experiences of Catherine (Cat) McPherson, a "traditional" Mary Baldwin College graduate of 1978, who later became a faculty member and the coordinator of the Richmond region ADP office, as well as president of the Mary Baldwin College Alumnae/i Association and hence a member of the Board of Trustees.

As the college's academic life became increasingly complex, it became more and more difficult to categorize faculty by discipline or program. Many faculty, particularly with the large number of new courses, tended to teach in more than one discipline, and there was therefore considerable crossing of discipline lines. The VWIL program had in part a very specialized faculty, as ROTC courses are taught (both on Mary Baldwin's campus and at the Virginia Military Institute in Lexington) by military officers stationed with VMI's ROTC detachments. The undergraduate education minor and the MAT program made use of "teacher partnerships"; graduate faculty were paired with teachers from community public schools who shared the lessons of practical experiences. Some faculty taught both undergraduate and master's level courses. And many faculty in the "traditional" program taught courses to ADP students. It became increasingly difficult to come up with rules that covered everyone. The Faculty Handbook sought to cover all exigencies. It was a valiant effort, but one is wise not to inquire too deeply into the details of faculty attempts to cover in writing all issues of faculty definition and policies.[50]

Even an expanded full-time faculty could not teach all the new courses the college wished to offer. That meant, given the strictures about tenure, that there would have to be adjunct — that is, part-time — appointees, and the use of adjunct faculty was controversial at Mary Baldwin as at colleges throughout the country. In the past, reputable institutions had kept such specialized part-time faculty to a minimum, preferring to have full-time professors instruct their stu-

dents, particularly in freshman courses. Adjuncts were perceived (sometimes unjustly) as not as professionally qualified as full-time appointees. Most had not yet attained a terminal degree in their area of expertise. They were often young, perhaps continuing graduate studies elsewhere while teaching courses at an institution that could not employ them full-time. They were seldom put on faculty committees. They had no advisees. Adjuncts were not eligible for many benefits, sabbaticals, health insurance, or pensions. They could not be tenured. It was not unknown for some adjuncts to teach at the same institution for 10 to 15 years without ever becoming part of the full-time faculty.

On the other hand, the use of adjuncts allowed small colleges and universities to offer specialized courses the demand for which was not sufficient to hire a full-time teacher. They were especially sought to teach languages and cultural courses in areas not traditionally available, such as Japanese, Arabic, Greek; specialized courses such as higher mathematics; or professional courses such as business law, architectural design, and arts management. They often were employed to teach various musical instruments and voice. They made it possible to enrich the college curriculum. So over the years the number of adjunct faculty at Mary Baldwin grew, and many have made important and lasting contributions to the college's educational programs.

2. IMPROVING TEACHING AND LEARNING

Given the changes in curriculum and in student expectations, it is not surprising that the faculty spent a lot of time analyzing the teaching/learning enterprise, not only informally but also in more formal ways. It speaks well for the Mary Baldwin faculty that it has never faltered in its attempts to improve the way it does its job.

One way improvement happens is through evaluation. Each faculty member annually does a self evaluation, and all non-tenured faculty meet annually with the dean of the college or — in the case of ADP faculty — with the dean of adult and graduate studies. As part of this process, each faculty member submits to the appropriate dean student evaluations of his/her courses.

Probably students have evaluated their teachers since the time of Socrates, but it is only in the last fifty years or so that more formal means of student evaluation have come into being. For many years, Mary Baldwin College had provided a means of evaluating individual professors by their students at the end of each semester. The forms were drawn up with student assistance in a manner which allowed quantification. There was also room for essay-type answers. All student evaluations were unsigned. Many faculty, as might be sup-

posed, were sensitive about such evaluations. In the beginning, the forms were considered confidential and each faculty member was the only one who read them. It was hoped that the evaluations would help individual faculty members see their weaknesses and work to improve their skills. Somewhat later, after the processes of promotion and tenure became more elaborate, faculty could, as they wished, use student evaluation in the portfolios they assembled for the Faculty Status Committee. In time, student evaluations became accessible to the dean of the college, as indicated above. Then came the computer age, and what had once been considered private became public for all to see. At many colleges and universities, student evaluation booklets were compiled and available. Recently, "ratemyprofessors.com" and similar websites have become available, and apparently many students consult them.[51]

Over the years, the college has tried — with limited financial resources — to support faculty in their professional lives. There is a sabbatical program, and a modest fund administered by the division coordinators provides support for faculty to attend conferences in their field. A faculty colloquium series was established in the late 1980s to provide a venue for faculty to share their research and creative work with colleagues, and the dean's office undertook the task of editing and distributing, on a two year schedule, a *Journal of Scholarly and Creative Activities* of Mary Baldwin College faculty as a means of allowing faculty members easy access to their peers' accomplishments. In order to strengthen faculty teaching skills and to focus on different learning styles, the Center for Innovative Teaching and Learning (CITL) was established in 2001, and a course, "How to Write a Senior Thesis," was designed to broaden faculty and student contacts. The students on their part challenged faculty members to attend Baldwin Program Board activities, their sports contests, their plays, concerts and social events, particularly those occasions such as Family Weekend (formerly Parents Day) and Junior Dads Weekend, all with the hope of building more positive faculty-student contacts.

3. SALARIES YET AGAIN

One area, of course, which seemed impervious to improvement was the low level of faculty salaries. Despite the success of new programs, salaries remained below the average of those colleges with which Mary Baldwin compares herself, and the faculty was not unaware of the irony in that situation. The faculty had several ways of expressing their opinions and wishes. The monthly faculty meeting, at which attendance was mandatory, gave them a chance of a two-way conversation with the president and other administrative officers. It

was at one such meeting, early in her administration, that President Tyson had shared with the faculty the immediate, mid-term, and long-range plan for improving the college's financial position including, as she carefully noted, raising faculty and staff salaries to the target peer-group levels.[52]

Particularly after Mary Baldwin began to secure national recognition by ranking among the first 10 colleges and schools in the Southeast in *US News & World Report's* annual college guide, and even later when the Carnegie Foundation reclassified Mary Baldwin as a "comprehensive" (i.e. master's degree granting) university, it seemed incongruous to have a faculty responsible for such progress receive such low monetary rewards. To the credit of the faculty — there were some who raised the issue of salaries every year — those who objected most vocally were often as much concerned for their lower-ranking colleagues as they were for themselves. They were also concerned about low wages for the classified (hourly pay) employees as well. The president and the board did what they could. There were several long-range plans drawn up after much consultation with financial and educational experts, and progress in meeting their projected figures was carefully monitored. It was really a very simple equation. The revenue came from interest on endowment, federal and state funds, and contributions from individuals, foundations, and corporations, but primarily from student tuition. In order to pay the bills, the college had to recruit eligible students, provide physical facilities for their comfort and security, provide academic programs to help them to grow intellectually, ethically, morally, and physically, and to acquire the knowledge and the competence to meet the demands of careers when they left. Some of the factors in the equations had to be prioritized and faculty needs had to be balanced against other demands.

As has been seen, during Cynthia Tyson's presidency there were two major fundraising campaigns, each of which had taken five years of planning and carrying out. They had been stunningly successful, but neither one had been able, in the short term, to raise the endowment fund sufficiently to permit really major upgrades in salaries and compensations; the largest gifts had come in the form of trusts, and therefore could not provide immediate infusions of cash. The trustees had made generous contributions to these efforts and had cooperated with the college's plans. The financial officers had carefully and honestly handled the business affairs so that no wasteful or thoughtless decisions were made. There had been tremendous efforts with all branches of the college participating. "We should all be proud," as Cynthia Tyson said, and they were, but it was never "enough."

A great deal was asked of the faculty: they were not only expected to review what and how they taught, but also to develop pertinent new courses and to maintain their professional status. They were asked to serve on a number of

committees and "task forces" (small groups of short duration which looked at a particular problem and brought back to the faculty a solution for it). Each had student advisees, freshmen and majors, whom they were expected to assist in course selection and graduation plans. Faculty were asked to appear at and support student functions and college musical and educational programs. They advised the numerous student chapters of honorary societies, such as Phi Beta Kappa and Omicron Delta Kappa. They served as advisors in the SGA divisions, and they also served on Board of Trustees committees as informational sources. Many faculty, of course, had families and community responsibilities as well.

The president and the dean of the college were aware of all this, and it was with considerable satisfaction that President Tyson could finally announce in 2002 that faculty salary levels were approaching peer group standards. Though the goal — bringing MBC salaries to the peer group average — had not been met, progress had been made against the moving target, and the faculty voted President Tyson a resolution of appreciation for her efforts. For her part, Dr. Tyson was equally grateful to the faculty and frequently said so.

4. FINAL WORDS

For reasons cited in this chapter, the sheer number of faculty has grown incredibly more than in any other 18-year period in Mary Baldwin's history. In the fall of 2000, the Office of Institutional Research provided the following interesting statistics:

FACULTY DATA

Full Time	72
Part Time/Adjunct	54
MAT Teaching Partners	12
ADP Adjuncts	101
Percent Tenured	57%
Percent Terminal Degrees	89%
Percent Female (FT only)	54%

ENROLLMENT

Total	2038
ADP	1119
PEG	62
Traditional	634
VWIL	124
MAT	99

(M.Litt. student numbers had not yet been included in the report).[53]

In spite of all the changes — the growth in numbers of students and faculty — the college remained small enough for faculty and staff to form lasting friendships with each other and often with students. Senior professors often knew where their former students — particularly their majors — were after graduation, and correspondence between them continued. Alumnae/i have equally strongly felt attachment to some faculty members and are saddened when news of retirements or death changes the college they remember so fondly.

During the eighteen years of the Tyson administration the following long-term faculty and staff members retired: David Cary, Dane Cox, Ulysses Desportes, Mary Tuck Echols, Barbara Ely, Diane Ganiere, D. Stevens Garlick, Joseph M. Garrison, Robbins Gates, Bonnie Marie Hohn, Mary Irving, Betty Kegley, Allen Martin, John Mehner, Dorothy Mulberry, James B. Patrick, Margaret Pinkston, William Pollard, Celeste Rhodes, Walter Ridgely, Ethel Smeak, Ashton Trice Jr., Gwendolyn E. Walsh, Robert J. Weiss, and William J. Winter. Two members of the administration known and remembered with affection by many alumnae are Ellen Holtz, administrator of student financial aid, who retired in 2004, and Dorothy Becks, the president's housekeeper and good friend, who retired when President Tyson did.

James (Jim) Lott had served as dean of the college since 1986. He had remained a member of the faculty as well and as such was entitled to a sabbatical, which he took during the spring semester of 2000. Roderic Owen ably filled in for Jim while he was away (and as a faculty member had a very different view of what a dean does than he ever had before). Jim returned for the 2000–01 session but then stated his decision to retire before the 2001–02 year. Shortly after his retirement, he was appointed to the Board of Trustees.

The new dean of the college was Jeffrey Buller, who, with his wife Sandra McClain, quickly became a valued member of the college community. He brought to the college his great interest in the classical world of letters and thought, and Ms. McClain's separate career in music and voice complemented the Mary Baldwin music department's offerings. Dean Buller embraced the president's vision of a reshaped academic program.

The college community said final sad farewell to the following friends who died during the period of Dr. Tyson's presidency: Lois Blackburn, Betty Carr, John B. Daffin, Mary Jane Donnalley, William J. Galbraith, Thomas H. Grafton, T. Riley Haws, Gordon Hammock, Robert LaFleur, Vega M. Lytton, James McAllister, George McCune, Frank Pancake, Ann Elizabeth Parker, Lillian Rudeseal, James T. Spillman, Jerry R. Venn, and Carolyn Meeks, executive assistant to five presidents of the college, who died in 2001 after a long struggle with cancer.

EIGHT.

THE STUDENTS, THEN AND NOW

1. ADMISSIONS

As has been indicated, there is no one program which defines the Mary Baldwin student. She may be a part of the "traditional" population, or a member of PEG or VWIL, or she or he may be a member of ADP or one of the college's graduate programs. He or she may be part- or full-time. All these students are important to the life of the college, but it is the on-campus student who creates the residential community and who therefore reflects the joys and the challenges of life together. Because so much of student life on-campus is lived outside the classroom, the discussion of "students" — while recognizing the importance of the "non-traditional" student — concentrates on those young women.

Traditional, PEG, and VWIL students are most likely to have their first sense of Mary Baldwin through the Admissions Office, and their first experience with the college is the admissions process.

In 1985, when President Tyson made it her first priority to increase the size of the student body, she was on familiar ground. Every Mary Baldwin College president since the mid-1960s had sought to do the same thing. But the process by which this might be done had changed markedly. As Lewis Askegaard (registrar, associate dean, and director of institutional research) has observed, "The 1960s was a halcyon decade for college admissions." But it was also the decade in which many public and private institutions became coeducational.[54] Thus, there were far fewer institutions available for those women who wanted to attend a women's college. That number of such women was already very small; less than three percent of all college women were interested in an all-female college. The impact of this phenomenon on

Mary Baldwin College was tremendous.

Up until the past two decades, the process by which one became a Mary Baldwin student was complex and often stressful, as many alumnae will testify. The college had a small office which directed admissions activities. Brochures about the college and its programs were printed and distributed to high schools, guidance counselors in secondary education, and various libraries. There were occasional "college nights" at high schools where representatives of the colleges met — usually in a gymnasium sitting behind long tables with their pamphlets and brochures ready to explain the advantages of their institution. Typically, in Mary Baldwin's case, these representatives were attractive and knowledgeable young women, often recent graduates who were enthusiastic about the college they represented. Sometimes there were video displays. Applications for admissions were distributed, and the college office back home waited to see how many applications resulted. In addition, alumnae were asked to refer names of young women who might be interested. Ministers, often Presbyterian ministers, but others as well, were contacted. The Admissions Office divided its efforts into geographic areas from which other students had come in the past and sent admissions counselors there. Prospective students were often invited to visit the college and stay overnight in the dormitories. Alumnae gave teas and lemonade parties and invited interested young women to attend. References attesting to personal character, transcripts of grades, and other information such as SAT scores were included with the application.

During the Tyson years, however, this procedure was changed substantially under the leadership of Douglas Clark, executive director (and later vice president) for enrollment management. One reason for the changes was increased financial aid needs. Mary Baldwin's tuition and fees, although slightly lower than those of her competitors, were still much higher than those of state and public institutions. Many prospective students could attend only with a financial package to assist their families in paying their expenses. Mary Baldwin gave no scholarships for those who excelled in sports, but there were merit awards (Baldwin Scholarships), named scholarships from endowed funds, and a myriad of local, state, and institutional grants. A central aspect of the new admissions procedure was that the Admissions Office began estimating at the very beginning of the process — even before the prospective student had applied — the amount of aid the student could expect if she decided to enter Mary Baldwin. This form of "discounting" represented an attempt to deal with "sticker shock" as tuition and fees climbed inexorably higher.

A second reason for a change in procedure was the expectation among today's students for immediate response. The Admissions Office began paying much more attention to potential students through telephone and computer.

Today, every applicant for admission can expect to receive several calls from a telecounselor who will help her (the applicant) through every step of the process as well as a series of informational e-mails. Still, efforts are made to ensure that the candidate is capable of Mary Baldwin academic work and is suitable for the college environment. In addition, admissions personnel make major efforts to avoid any kind of discrimination based on race, sex (for those programs — ADP and graduate programs — which accept men), national origin, color, age, disability, and, after 2002, sexual orientation.

Once the student has applied, the waiting game begins, though telecounselors continue to call applicants to answer questions, discuss student concerns and expectations, and assure the student that Mary Baldwin is a good fit for her. In technical parlance, the percentage of accepted applicants who actually matriculate are called the "yield." Unlike yesterday's students, today's — perhaps because they have so many more options and choices — are less prone to stick to a commitment and are more prone to last-minute decisions. Thus it is well into the opening weeks of the semester before the college administration can be sure how many students are attending.

Of course the process does not end there. There must be room and roommate assignments, orientation programs, faculty (and in present times peer) advisors, registration for classes, and opening ceremonies. And then, each year, the college community re-forms itself and the academic year begins.

The exciting years of the 1960s to which Dean Askegaard referred, in which all colleges were full and most had no room for more, were long gone by the time Cynthia Tyson became president. The highest number of applications for admission to Mary Baldwin had occurred in 1965 when 1,074 young women applied; in 1973 there were only 412 applications; in 1985 when the Tyson administration began, there had been about 520 applications: not until 1998–99 would the number of applications again exceed 1000. By the 1980s, Mary Baldwin was routinely accepting 90 percent of applicants, and the "yield" was in the neighborhood of 40 percent.[55] These figures might be interpreted to mean that Mary Baldwin was an easy college to get into, not a reputation that is to be desired. It could also mean that the admissions process did very well in identifying those students who would want to attend the college. Probably it meant both.

Another marker that admissions committees considered very important, less so now than earlier, were the average SAT scores of an entering student. In 1995, the Educational Testing Service "re-centered" the SAT range. The Mary Baldwin SAT scores tended to drop in the 1970s, but began to improve in the mid-1980s to 1996, when the average math score was 17 points higher than the national average for women, and the verbal SAT was 49 points higher. By 2000, Mary Baldwin College's average re-centered score was 1007, slightly above the

score for all women nationwide. The combined average re-centered score for all women nation wide was 1002. New programs established during the Tyson years (PEG, VWIL, MAT, M.Litt./MFA) makes comparing these numbers more difficult. In addition, the ADP program, which was 10 years old when Cynthia Tyson became president, impacts how these studies are interpreted since potential ADP students, all of whom must be over 21, are not required to take the SAT's. It is fair to say, though, that the SAT scores of traditional Mary Baldwin students improved slowly but steadily during the Tyson administration, as did the number of new students enrolling each year.

On the other hand, the retention rates (those new students who stay until they graduate) began to slip during the final years of the Tyson administration: on average, 54 percent of those who entered Mary Baldwin College as freshmen graduated four years later. Because of the increased numbers brought in as freshmen and transfers, however, as well as the enrollment growth in ADP, the number who graduate each year has increased by nearly 50 percent: the total number in 1986 was 206; in 2000, 301.[56]

The differences between the students of 1985 and those of today, however, are greater than mere numbers can reveal. Indeed, one of the most — if not the most — significant changes during the years of Cynthia Tyson's presidency was the change in the student body both in size and increased diversity. More than it ever had before, the student body, in fact, came to mirror American society. This change resulted in an increased richness of student cultures, backgrounds, and experiences, but the change also presented the college with substantial challenges.

2. THE "NEW" STUDENT

"Where has the Mary Baldwin girl gone?" queried an observer of the campus in the early 1990s, and that question in one form or another is still being asked. It might be helpful to look first of all at the context of that question, at what one sees when one looks at the "typical" student of 1985 and compares her with her 15-to-20–years younger version.

Who was the stereotypical Mary Baldwin girl in the years before 1985? In general terms she was white, came from middle or upper middle class parents; her parents stayed married, and single parent families were not a lifestyle with which she would have been familiar. She was Protestant, although not necessarily Presbyterian, and had for much of her life regularly attended church and Sunday school. She was an above average student interested in intellectual pursuits, but she was in a "college culture" scene, which reflected the world as portrayed by Hollywood, popular music, hair styles, clothing, and sports. She looked forward

to a career in areas frequented by women, such as teaching, nursing, and social work. She expected to marry (and to stay married) and to have children. She was interested in the world around her, politics, economics, and "far away places," but only peripherally. She loved her siblings, her college roommates, and her pets with equal fervor, and she saw her college years as a culmination of the process that led to adulthood. There are many exceptions to this picture, but this was apparently the Mary Baldwin "girl" that our observer was seeking.

Instead our observer found — and would continue to find — a new generation of Mary Baldwin women. Some of the changes are revealed in the Cooperative Institutional Research Project, which Mary Baldwin administers each year to entering students.[57] The CIRP survey results indicate that in 1988 the number of new Mary Baldwin students who reported that their family income was less than $25,000 a year was eight percent, whereas in 1999 close to 18 percent reported that figure. In 1988 about 38 percent reported family income of over $100,000; in 1999 about 20 percent reported a like income. In 1988, 90 percent reported the father had a college degree; in 1999, about 50 percent did. In 1988, about 50 percent reported the mother had a college degree; in 1999, 38 percent did. In 1988, 28 percent reported the mother was a full time homemaker; in 1999 15 percent were. In 1985, 80 percent reported their parents lived together; in 1999, 60 percent did. In 1982–83, white students made up 95.1 percent of the campus student body; in 2000 white students represented 71.3 percent of the on campus student body. While overall college enrollments rose 94 percent in this period, the number of Asian Americans went up 317 percent and the number of African Americans went up 610 percent. In the year 2000–01, there were 585 white students, 23 international students, 149 African Americans, 25 Asian Americans, 35 Hispanic Americans, and three Native Americans, for a total of 820. In addition to their changed circumstances, this generation of students reveals themselves to be opinionated, more accepting of diversity, yet more pessimistic and skeptical. They challenge authority, they are materialistic, competitive, ambitious, less idealistic, less patriotic, and less persistent (they want immediate results). They are self-reliant. And they lean to the left in their politics.[58]

Hovering somewhere between these two groups, Mary Baldwin girls and Mary Baldwin women, President Tyson found the students with whom she lived and worked and for whom she did so much in the eighteen years of her presidency.

While statistically based surveys tell an eye-opening story, another way students over the years report their attitudes is through their publications. Mary Baldwin has two major student publications: *The Bluestocking*, the college yearbook, and *Campus Comments*, the college newspaper.

4. *BLUESTOCKING*

Compared to the large and popular yearbooks of past decades, the *Bluestockings* from 1986 to 2003 were small and perhaps more peripheral to the interests of the student body. It took major efforts of the yearbook editors to persuade students to come for class pictures in spite of improvements in photographic techniques. The number whose individual pictures were included declined every year, but the informal photographs and mottoes and dedications still provide some interesting information in helping one see changes in the ways students understood their college experience.

In 1986, the title of *The Bluestocking* was *Preparation for Independence.* The sophomore show was *Pajama Game*, and tennis was a major sport. In 1987, the book was called *Passport—the Only Ticket You Need.* There was a discussion of AIDS, a campus group called BACCHUS (an alcohol awareness group), lots of curly hair on the women, and a decline in the number of male faculty with beards. A campus group called Minority Women in Unity was founded. There was a last page of parents' messages to their daughters.

In 1988, the book was called *For Inquiring Minds*; the sophomore show was *A Chorus Line.* The ADP was noted and there was a sprinkling of black and Asian faces. In 1989, it was *Standing Room Only — This is a Record Breaking Year.* It is interesting to note how far popular appearances can be from the hard realities of finances: the college had much less than full enrollment in 1989. There were pictures of residence hall rooms, road trips, and students watching soap operas. The seniors looked sexy and sophisticated.

In 1990, the book was called *On the Move* and was much smaller in size. Freshman halls were featured. There were references to resident advisors and a special section on sports, and seniors quoted Biblical themes under their pictures. In 1991, the title was *Head for the Hills.* This was the year of Desert Storm, but the book emphasized student government elections. There were some moving sentences about the closeness of faculty and students and pictures of "painting the bridge" (at UVA).

For 1992, the sesquicentennial year, the book was called, *A Moment in Time*, but there was not much mention of the special celebrations on campus, suggesting that what is sometimes of importance to administration and faculty is not of particular interest to students. One striking visual change is that student hair was shorter. In 1993, the book was a larger size, with gold end pages and the title, *All About Us.* There were pictures in color and a record of the Pannill Center dedication September 11, 1992. The Signature Ball had a Mardi Gras theme, and lunch in Hunt Hall began to be served buffet style.

In 1994, *Remember the Days* had pictures from the Signature Ball, a long section on the origin of the word "bluestocking," discussions of the impending VWIL decision, and a dedication to "the hardworking men and women of the physical plant." In 1995, the title was the Mary Baldwin slogan, *Not for Time, But Eternity*. Katherine See's words to the original college Alma Mater were printed even though the song was seldom sung. (In 1969, the Mary Baldwin Hymn, with words by Gordon Page, had become the official Alma Mater.) In 1996, the book was called the *Talk of the Town, Focused on the Future*. It noted the civil war in Bosnia, the Million Man March, and the election. Reflective of on-campus life were a section on senior wills in which underclass students received bequests from seniors, a full-size picture of Cynthia Tyson, and a feature on May Term: "Only one class to worry about, more time for fun."

In 1997, the book was called *The Places You Will Go* and had a very colorful cover; it featured CultureFest and Apple Day ("We partied to the core"). The charter class of Quest was noted. There were group discussions of alcohol abuse, race relations, the Honor Council, and VWIL. Seniors had baby pictures in a special section. In 1998, in *Excellence, Ambition — A Mary Baldwin Tradition*, the Signature Ball was featured, as were Junior Dads Day, all aspects of a revised student government, the Black Student Alliance, Latinos Awareness Week, SOULS, and another picture of Cynthia Tyson.

In 1999, there was no title page or theme, but the Mary Baldwin College squirrel was pictured. There was a marked increase in the number of pictures of black students. The yearbook of 2000 was called *A New Beginning, Into the Next Millennium*. There was a lot more coverage of social life on campus: Apple Day was featured as was Christmas Cheer. ("It wasn't just Baldwin Charm or the Choir, it is great how different groups come together. I was touched by the music.")

The 2001 book, *Now and Then*, reflected on the past and present of Mary Baldwin College. Pictures from Parents Day (now called Family Weekend) were included, and the Baldwin Program Board was featured. ("We play hard and we work hard.") In 2002 the title was *Reflections*. It opened with the college's mission statement. Family Weekend seemed to have eclipsed Founders Day. There were a listing of MTV music awards, a full-page picture of Cynthia Tyson, and a special section on September 11, 2001.

The 2003 *Bluestocking* was a paperback — *A Tribute to Cynthia Haldenby Tyson, Thank You for the Wonderful Years*.

This quick review shows students over the 18 years of Dr. Tyson's presidency responding to the world within the campus but also affected by the world beyond. Given the change in the nature of the student body and the potential for conflict between students and administration, it is notable that student edi-

tors consistently express — in various ways — their respect for President Tyson and their appreciation for her leadership.

But yearbooks by nature look back on an entire year, and it is difficult to discern from their pages the dynamics of the day-to-day lives experienced by students, or to get a sense of the issues which concerned them. For that, one needs to look at another student publication: the student newspaper.

4. *CAMPUS COMMENTS*

Campus Comments appeared at irregular intervals, sometimes every other week, sometimes once a month. It was closer to the student body as a whole than *The Bluestocking* and gave the students a means of expressing their views on campus life and life in general. Nationwide, the 1990s were difficult years for college news vehicles, and many college student editors at other institutions divorced themselves from the administration, paid their own bills, and thus became completely free to express their own political and social views. At Mary Baldwin, the college newspaper was and is supported financially out of the student activities fund — fees paid by students and controlled by the Student Government Association. Consequently it was free to all students and faculty. Distribution varied over the years; in recent times, large numbers were left at the library door, in Hunt Hall entrance way, and in other strategic places around the campus. Earlier, copies had been put in student mail boxes. There was a faculty sponsor (often two), usually someone from the communication faculty who could advise on layouts. The college's support, however, did not mean college control of the contents of the paper. The Student Handbook notes, "In keeping with the First Amendment of the United States Constitution, the college delegates editorial responsibility for the student press to students and provides sufficient editorial freedom and financial autonomy to maintain the integrity of the student press as a vehicle for free inquiry, uninhibited discussion of issues, and free expression." All student publications were required to make clear that opinions expressed therein were not necessarily those of the student body or of the college as a whole.[59]

There have been many issues over the years to test the balance between student wishes and administrative controls, and *Campus Comments* has been consistent in stating — and arguing for — the students' perspective, or at least the editors' perception of that perspective.

One persistent issue has been parking. All the studies of student attitudes agree with the student observation in *Campus Comments* in 1986 that the situation was "horrible." As the college added additional housing options, finding

convenient places for student automobiles became increasingly difficult. As part of the incorporation of the YMCA purchase, the Westmoreland Street parking facility was added and dedicated to freshman use. It was farther from the central part of campus, and most residence halls, than any other parking lot, and an exchange of letters as to why freshmen had to park there ensued. There were special areas for commuter students' use, and areas were reserved for faculty and staff. There was never enough room for everyone — at least where they wanted to park (the number of parking places available to students and employees was sufficient, but the location was often across campus from where students or faculty needed to be). Strenuous efforts were made to keep students from parking on the nearby city streets because their doing so prevented the residents of those neighborhoods from being able to come in and out of their own garage doors. "Town and gown" relationships were frequently strained.

Another issue involved a long-time Mary Baldwin tradition. Early in the Tyson administration there were complaints about prayer before the evening meal in the dining hall. The chaplain answered that Mary Baldwin was not "a community of faith, but a community of learning," and there was much discussion. The issue was solved pragmatically. For reasons having nothing to do with religion, the dinner service was moved to a buffet style and of necessity the corporate pre-dinner prayer was eliminated.

For several years in the 1980s, the college community sought to adjust to the Virginia state ruling prohibiting alcohol to be served to anyone under 21. (Previously the age had been 18 for beer, and 21 for wine and liquor.) The process was gradual. Each year the age limit was raised. As can be imagined, it was a difficult transition for the college-age student who was denied something that had once been granted to others. There was no remedy for the state law, but *Campus Comments* reported regularly on the issue for several years until the final requirement of the law was in place. In the meantime there were ongoing efforts to discuss "responsible drinking," often accompanied by equally serious efforts at education about illegal drugs. In November 1992, a *Campus Comments* report of a "drug bust" at Woodson met with student letters which insisted marijuana was a PRIVATE matter and should not be reported to the press. The letters said it was inappropriate. The editors replied that the information came from the police report and that the student in question had not objected to the story appearing in *Campus Comments*. In the late 1990s, there was one story about the "date rape drug" and how to prevent its use, and a later feature was informational about "designer drugs." In fact, there was not much publicity about either alcohol or drugs in the student newspaper, although alcohol was often featured prominently in Honor Council or Judicial Board hearings.[60]

A regular *Campus Comments* feature was called "Feedback." The reporter asked a question, five or six students were interviewed about it, and their pictures were taken and appeared with their answers. One such question asked if a student ever bought a lottery ticket (this was perhaps inspired by the fact that President Tyson was on the State Lottery Board.) Student answers suggested that most did not think anything was wrong with it, and a number bought lottery tickets more or less regularly. (In many cases the lottery ticket issue seems to have been connected in the students' minds with Robert Wimer, who ran the 7-11 near the campus and sold lottery tickets. Mr. Wimer was much beloved by many students because he cashed their checks, listened to their problems, and was a sympathetic sounding board.[61])

Although most *Campus Comments* stories were local and student related, attention was paid to some national affairs. All of the four presidential elections during Cynthia Tyson's time at Mary Baldwin were reported, usually without much coverage of outcomes.[62] When Desert Storm began, President Tyson talked to the student body and her remarks were recorded. *Campus Comments* noted that one student remarked, "[Desert Storm] scares me, I never thought I would be alive to see a war."[63] Later, of course, were the attacks of September 11, 2001 and the beginnings of the terrorist era. Again President Tyson met with the student body, answered questions and calmed their fears.

Campus Comments editors showed mild interest in VWIL; one student letter remarked that VMI "bred" sexism. There was much criticism about the bookstore until it was able to move into Pannill in 1992, and although students still found the prices high and textbooks slow in delivery, the new location was favorably received. There was a ripple of concern about Y2K: was it safe to return to Mary Baldwin only two days after the new century began? And earlier, there had been the blizzard of 1991, when the college was four days late in opening after the end of Christmas vacation.

There was excellent coverage of the sports program of the college. A squirrel (taken from the Baldwin family crest and the Mary Baldwin College seal) had become the accepted symbol of the college teams and appeared on college mugs and tee-shirts. There was little interest in intramural sports, but coverage of the varsity sports was extensive. The college, a member of Division III of the National Collegiate Athletic Association (NCAA), joined a new conference — the Atlantic Women's College Conference (AWCC) — in the 1990s, the athletic program was made independent from the physical education department and given a full-time director, and each team received financial support and properly credentialed coaches and staff. Issues of *Campus Comments* from the 1990s on reflect increased student interest — and pride — in the college's athletic teams.

Although *Campus Comments* did comment briefly about college finances, faculty, grading systems, and raises in tuition, these were brief stories with little follow-up. Much of *Campus Comments* was concerned, as it should have been, with the students themselves.

5. STUDENT GOVERNMENT (AND AUTHORITY)

When President Tyson spoke to diverse groups about the benefits of single-sex education as an element of choice in the broad expanse of the American educational system, she always pointed to the fact that, in a women's college, all elected and appointed student offices were held by women. At Mary Baldwin College in the 1990s and the early years of the current decade, there were more than 250 possible student leadership positions, and surveys suggested that as many as 80 percent of all students held some such position.[64]

One of the most deeply cherished traditions at Mary Baldwin College was the Student Government Association (SGA), founded on the honor system. Chartered in 1929, defined by the honor code to which each student assents when she enters the college and reaffirms when she signs the honor pledge on Charter Day early in September, the Student Government Association has experienced a steady expansion of its responsibilities and privileges in more than 75 years of existence. The organization is traditional, with legislative, executive, and judicial divisions; its influence is far reaching and has an impact on student life equal to if not greater than the official organizations of the college administration. All students of the Residential College for Women, including PEG and VWIL, are members. The students run the elections for the SGA offices (about 62 to 68 percent vote), handle considerable sums of money from the student activities fund, and are appointed not only to appropriate student committees but also to committees of the faculty and the official boards of the college. Conversely, the various student government committees and on-campus student organizations have faculty or staff advisors and must comply with all legal mandates of the city, state, and nation.

A review of the student handbook (it takes 128 pages to describe the SGA and other related activities) reveals how many responsibilities are under the control of students with or without faculty supervision. Students are peer counselors for academic advisees and for residents of student housing, and they are responsible for maintaining order and civility in the residence halls and for planning and implementing social and cultural events on campus. They are particularly visible in all matters of judicial and honor code violations and provide advocates and appeals implementation for their fellow students. They act

as liaisons for students with dining hall personnel — providing student input on menus and hours of operation — and with physical plant personnel — bringing student concerns on safety issues in the residence halls and other campus buildings, as well as general maintenance and upkeep. They organize and participate in student clubs and societies on campus (there are no sororities). They are also partners in STARS (Student-Alumnae/i Relations Society), they serve in peer tutoring programs, and they organize themselves to find ways to enhance the relationship between students and residents of Staunton. There is hardly any aspect of campus life in which they do not play a significant part. The strong tradition of student self-governance, college leaders believe, teaches students to act responsibly as adults and contributes to the development of leadership capacity. Given the modern complexities of personal rights, non-discrimination prohibitions, sexual harassment issues, and the capacity of human beings to pursue policies to excess, it is a very difficult task to balance the importance of allowing students to govern their lives together with the necessity for the college to protect itself from legal difficulties and lawsuits and to carry out its mission. The college manages this balance, however, by emphasizing due process and adherence to the written guidelines in the student handbook and — necessarily — retaining legal counsel.

NINE.

THE STUDENTS: MAINTAINING COMMUNITY

1. CHALLENGES TO COMMUNITY

The idea that the college — in dealing with her students — might have to have recourse to legal counsel may be surprising to older alumnae. However, the college campus is a microcosm of the outside community, and many of the problems that beset the nation in the 1990s and beyond were reflected in the college campus. There were serious problems that brought about major disruption and threatened the fragile community congeniality. The problems were the result of the increasing diversity on the campus and the changing perceptions of individual rights. The debates and challenges were reported in *Campus Comments*, but it went far beyond that. The SGA, particularly the Honor Council and Judicial Board, was challenged. Personal decisions about individual lifestyle now became public matters of debate. The sometimes strained relationships — social, cultural, and personal — between students holding differing racial and religious perceptions exerted pressures for solutions all the way to the Board of Trustees.

"Diversity" is in some ways a catchall term, and while its use has been increasingly common, it is not always clear what exactly the user of the term means. What is clear is that at Mary Baldwin a student body which was once rather homogeneous has become heterogeneous. This is a good thing, and the college officially recognized the fact of diversity and endorsed it formally in the Self Study of 1995. We "affirm diversity by developing programs to meet unfilled needs," the self study asserted. "We believe it is a good gift, and opportunity to ground education in broader experience and knowledge."[65]

But the statement continues, "Diversity also means that individual students and even members of the faculty and staff have less and less in common: not

values, not assumptions about the natural folkways of life on the planet, not ways of relating to each other, not concepts of 'honor and community,' not vocabulary, not ways of organizing ideas, not schemes for spelling and particularly English, nor attention span for written and verbal material, not even television and films seen, and certainly not books read and appreciated. Attaining community is much more difficult than formerly."[66]

If the general issue involved in creating community with diversity was — as the self study indicated — the variety of ways of thinking, living, and relating to others, three specific issues were clearly part of that general one: race, sexual orientation, and student chafing under a system which some felt denied them their rights.

One result of Dr. Tyson's 1985 mandate to expand the student body was the growth of a population which, quite frankly, the college had not previously courted in an intensive and focused way: the African-American student. A goal of the admissions department which emerged in the late 1980s and which was highly successful was to be more intentional in making the campus racially diverse. As the statistics quoted earlier indicate, more and more African-American students were attracted to Mary Baldwin. But, while the college welcomed minority students, the assumption too often was that the minority would simply slip into the majority culture. Several years of discord resulted, and individual episodes were handled in an ad hoc manner until 1995, when President Tyson announced the creation of a task force on diversity. Its members included the dean of the college and the dean of students, selected faculty, and students. The task force sponsored several workshops on mediation with professional consultants leading students through processes of mutual understanding. The culmination of the conversations was "Ethos, Codes and Community Day." Classes were suspended, and the entire time was spent in talking, listening, and considering how college life could be improved. Growing out of this debate was the appointment of a director of African American Affairs and Multicultural Understanding, Andrea Cornett-Scott. Reverend Cornett-Scott's presence and her role in leading students through some of the controversies helped but did not solve racial issues ranging from discomfort with difference to outright animosity. Perhaps they can never be completely solved, at Mary Baldwin any more than in the larger society, but relationships did improve after 1995. Students began to make friends across racial lines. Photographs of campus events such as Apple Day show them partying together. It was not always easy. An occasional student would have the confederate flag on her message board, or there would be some objection to recognizing Martin Luther King's birthday, but "cultural affairs" with costumes, dance, and food helped to pave the way to understanding. Black History Month is now

observed every year in February with increasingly interesting and complex programs. Time, coupled with intentional efforts to create an inclusive and welcoming environment for all, has helped to ease the process of mutual acceptance.

During these years a number of new student clubs emerged reflecting campus diversity, among them the Black Student Alliance, Caribbean Student Association, COSMOS international club, Greater Things Dance Ministry, Latinas Unidas, and SOULS (Sisters Out Understanding and Loving Sisters).[67]

Beginning in November 1996, members of the last mentioned group (SOULS), who were concerned about prejudice against homosexuals, made a concerted effort to bring about campus recognition of such students and to remove what discrimination existed. It was proposed that Mary Baldwin students join the "National Coming Out Day" on November 7, 1996, but the college administration asked the students to postpone their observance until the following week because the Board of Trustees was due to meet on campus on November 7. After much debate and with the advice of the college chaplain, the group agreed, but this was an emotionally charged issue and letters to the editor, graffiti, and other unpleasantness resulted.[68] One must remember that modern technology can provide weapons of hate as well as means of great convenience. E-mail letters were sent to "suspect" students. There were warnings and tears as well as threats of bodily harm. Several places on campus, including some faculty and staff offices, were declared safe zones. Eventually SOULS mounted a campaign to change the categories in the college's official anti-discrimination declaration to include sexual orientation. Petitions were delivered and campus rallies organized. March 26, 1997, was to be "National Day of Silence" to be followed by a "Blue Day." This was a difficult problem for President Tyson. The publicity and the tactics disturbed her, although she quietly agreed that the request was not unreasonable. The trustees (mostly of a different generation and unaccustomed to uninhibited sexual statements) found the issue difficult, but eventually in 2002, the non-discrimination statement (which is printed in all official college publications) was expanded to include "sexual orientation," and the campus simmered down.

The student concern for individual rights — and resentment about the student government system — seemed to focus most strongly on the judicial board, made up of twelve students elected from the various classes (seniors, juniors, sophomores, and, after the first semester, freshmen). The judicial board was concerned with cases involving social conduct infractions and violations of the Mary Baldwin code of conduct. It dealt with any behavior that negatively affected the atmosphere of learning, the sense of community, and the personal safety of any student, as well as of her property and of college property. Reading

the list of judicial offenses (and the list was acknowledged to be incomplete since each case was judged on an individual basis) gives one some idea of the levels of misbehavior that had been occurring, fortunately not frequently, on the campus in the late 1990s and the early part of the present century.

As was common to many college campuses in the 1990s, challenges to the student-run honor and judicial system sometimes became public and bitter. Judicial Board members were accused of hypocrisy and favoritism; the unwillingness of individuals to testify about judiciary and honor offenses (one's own as well as those observed in others) threatened the viability of the whole student government.

Throughout the 1990s and into the twenty-first century, the attempt to balance individual rights and responsibilities led to a series of amendments to the student government's constitution.[69] It took several years and several committees — including a special committee appointed by President Tyson in 2001–02 — to achieve the amendments, but finally new policies were approved. A plan for peer mediation was put in place, a policy allowing a student accused of an honor offense to have a student advocate as well as an advisor was instituted, and the pressure to report one's self for an honor offense was ended. In answer to student complaints that some students were punished for the errors of others, the constitution now stated, "A hall will never lose visitation rights for the actions of an individual; rather for a pattern of offenses."[70] Since the sanctions which an honor or judicial council can impose included suspension and/or expulsion, all such decisions were always to be made with a clear understanding of a person's civil rights, particularly since these sanctions involved financial consequences. There were new assurances that both the Honor Council and the Judicial Board would have faculty or administration advisors present at all trials. (The practice had always been so for honor hearings but often no faculty advisors attended judicial hearings.) In addition, the college's legal advisors were available to assist students in difficult decisions. The hope was that these revisions — finding the balance between the individual's rights and the needs of the community — would renew the students' faith in student government, and it seems at this writing to have done so.

It should be noted that there was never any question about abandoning the judicial or honor system. Students are very much aware of the privileges they enjoy because of self-government. One of the most cherished consequences made possible by the honor system, of course, has been the privilege of students setting their own final examination schedules. All tests and academic projects and examinations are taken with no faculty supervision, a policy based on the expectation that a Mary Baldwin student does not lie, cheat, or plagiarize. There are never any proctors at Mary Baldwin's examinations. It sometimes takes a while to convince new faculty members that the

system works, but it has done so for many years and no one at the college would want to give it up. Generally the faculty trust of students is justified.

Were the students justified in the complaints that have previously been alluded to? Justified or not, an increasing number of students demonstrated their discontent by transferring to other colleges, exacerbating the effects of a national trend toward increasing student mobility and transfer rates. The president moved quickly to do something about it. Another "task force," this time called the Student Success Initiative, examined housing arrangements, provided for more detailed and lengthy orientation to the college, and focused on improving the retention rate of the incoming freshmen. Early in 2000, the Teagle Foundation awarded the college $260,000 to help with such retention efforts. A careful study of the VWIL experience, with its structured and disciplined methods, suggested that some VWIL techniques might be transferable to the regular student body. A carefully composed orientation program was developed, and peer advisors as well as faculty advisors were provided to help with academic choices. Student resident advisors and the officers of the SGA completed mediation courses, and clear and specific student handbooks were provided. Several programs were tried out. A FAST (Faculty and Staff Together) Team program in which groups of eight to 10 students were grouped together for faculty advising and student support was designed and implemented. Several of these smaller groups joined together for the year-long orientation course developed in the early 1990s, INT 177, which carried one semester-hour credit. An attempt was made to provide a "seamless" experience from acceptance, registration, retention, through one's college career and to graduation and beyond to alumnae incorporation.

In addition, the Media Advisory Board began work on a new policy for student publications, perhaps because there had again been in 2002, what Cynthia Tyson called "intolerant and unfortunate demonstrations." Sadly, it was agreed that some extreme behavior in the residence halls and in the classrooms could not be handled through the honor and judicial systems and a Disruptive Student Policy was devised (at Mary Baldwin!!) to allow the administration to deal with such rare, but nevertheless disturbing, cases. The new policy was given wide publicity.

What does all this reveal about the students of the past decade? Too much attention can be paid to such sociological constructs as "Generation X," but they were certainly different from that elusive Mary Baldwin girl so many alumnae recalled. A student who is expected to live in close proximity with those of another ethnic background when she has had no previous opportunity to do so, a student who is burdened with the knowledge that she is accumulating financial obligations for which she must eventually pay (or that she is a beneficiary of scholarship funds or state grants for which she is expected to be grateful), a student whose life up to

the point of her college years has been supervised and protected and who must now make almost immediate choices about her academic courses and future goals, a student who has been semi-independent and who has had life experiences others have no understanding of, a student who has been told she is an "adult" and who finds herself in a community living arrangement hedged around by rules and regulations — all of these are the students who came to Mary Baldwin, who were, indeed, wooed and encouraged to come, and whose behavior, expectations, and capacities for learning seemed to be far different from the expectations of those who welcomed them to Mary Baldwin.

Throughout the various controversies of these years, Cynthia Tyson was an advocate for students, sympathetic to their concerns, fears, and needs, and willing to hear their requests — even their demands — and do what could be done. But she never lost sight of the fact that they were becoming their best selves and had not yet achieved their potential. College students were intellectually, legally, and socially considered to be adults, and this view altered the entire college community. But it was a view only partially embraced by Cynthia Tyson. In the president's message in the *Mary Baldwin College Magazine* of spring 1996, she wrote the following: "The essence of my job is to prepare for the future of Mary Baldwin College. Two issues emerge that are of paramount importance: competence and character. When students come to college unprepared, professors must spend valuable time and resources to make up the difference. And our colleges and universities have since the '60s and '70s, increasingly avoided telling students what they need to know and what they need to do. ... [P]eople are looking for a renewed sense of discipline, more structure, and higher standards. The issue is not intelligence. The issue is our willingness as educators to require them to reach the level of competence they must have to succeed in the future. ... [W]e can no longer count on students understanding their responsibility for honorable behavior. ... [E]ducators have to reassess their role in prescribing the work to be done and the standards to be reached. It is in the students' best interests for us to tell them that there are certain things they need to know and certain skills they need to have. ... [E]ducators have to regain the confidence to work unashamed to instill self discipline, moral character, a sense of honor and ethical behavior in our students."

It was that vision of education — articulated as always in clear and civil tones — which allowed President Tyson to lead so effectively during times of turmoil as well as periods of calm.

2. ALUMNAE: THE "POST-STUDENT" COMMUNITY

Since this survey of students began with the "pre-matriculation" high school senior in the admissions process, it is appropriate that it end with an account of Mary Baldwin's "post-graduation" students: the alumnae, who make up a vast network of support for the college. There are about 10,000 of them living. In recognition of the male alumni which the college has recently been able to add to the roster through the Adult Degree Program and the graduate programs, the new official name is "Alumnae/i." Many, perhaps most of them, keep in contact with the college, answer the various surveys that come in the mail, support the college with their donations, their deferred giving, their time, and their energy. Over 27 percent of the Annual Fund comes from alumnae contributions.[71]

In the past, alumnae chapters were located in cities and states where a reasonable concentration of alumnae could be found. In recent years, these chapters have disappeared and the communications and connecting go through the Alumnae Office on the college campus. There are two exceptions: Richmond, Virginia, has maintained an active chapter, as has the Staunton–Waynesboro–Augusta County area. Perhaps because of the ease and speed of modern electronic communications, the five employees in the Staunton office are able to organize all the alumnae affairs; there may be up to fifty meetings or occasions per year which they plan and carry out. All alumnae receive copies of the *Mary Baldwin College Magazine* and various other publications from the college as well.

The Alumnae/i and Parent Relations Office is a busy place. It coordinates numerous events that alumnae/i and parents attend, e.g. class reunion weekends, spring and fall leadership conferences, Family Weekend, Continuing Education Weekend, Alumnae Legacy Luncheons, and alumnae/student parties. The office organizes admissions volunteers and provides help in career networking and travel opportunities.

There are several scholarships endowed by individual alumnae as well as The Virginia L. Lester Alumnae Association Scholarship established in 1984 and funded through projects of the Alumnae/i Association. In 1998 (as noted in Chapter 5), a group of alumnae contributed over $2 million to endow the Cynthia Haldenby Tyson Fund for Leadership Development. Cynthia Tyson's appreciation was expressed in many ways during her administration, and she carefully kept in close contact with as many of the alumnae as she could. There are annual awards (given at Reunion, formerly called Homecoming) for outstanding alumnae/i. From time to time there have been "alumnae college" weekends (more recently called Continuing Education Weekends) which provide lectures and demonstrations by current faculty and visits with emeriti faculty and staff on the campus. The alumnae provide plates for library books which have

been donated honoring deceased alums, and there is a library shelf of books written by alumnae. Alumnae for many years have served on the Board of Trustees standing committees; they are members of the Advisory Board of Visitors and the Parents Council, and many are now trustees of the college. They are represented on the College Publications Advisory Board, and the alumnae office maintains an up-to-date and ongoing record of the location and occupations of former students in alumnae/i directories published at appropriate intervals.

The *Mary Baldwin College Fact Book* 2000–2001 reports that a large number of alumnae say Mary Baldwin College has helped them achieve mission-related objectives, especially in the areas of liberal thinking, learning, and communications. More recent alumnae credit Mary Baldwin College with helping them learn about technology and new life options for women. *The Fact Book* states that 92 percent of our alumnae have been awarded the bachelor's degrees, 19 percent the master's, and two percent the doctorate, while 61 percent have done at least some post-graduate work. Most frequent occupations include management (20 percent) and teacher-administration (11 percent). Of recent alumnae, 52 percent report they are active volunteers. "It is a sign of the times that of 248 alumnae who attended Mary Baldwin College from 1984–1993 no one reported being a homemaker," when surveyed in 1995.[72]

Alumnae have played a major role in all the major fund campaigns. As has been stated earlier, the Leadership Initiative was almost entirely the work of the alumnae, who chaired the effort and most generously donated much of the funds for its success. Many alumnae are wonderful models for the Mary Baldwin College women of the new century and are distinguished and admired women in their own right. If a college's or university's report card is the quality and the contributions of its graduates, Mary Baldwin College alumnae give their college high marks.

TEN.

END OF AN ERA

1. SETTING THE COURSE FOR THE FUTURE

As the twentieth century came to a close, President Tyson chose to look closely at the perceived future for the college. She was gratified by the preliminary report about the successes of the Leadership Initiative Campaign; student yields were up and once again the college's dormitories and off-campus housing were full. In most of those last years there had been modest surpluses in the operating budgets, there had been some gratifying raises for both faculty and administrative personnel, and after years of discouraging reports from the Board of Trustees committee responsible for endowment funds management, even some of those reports were encouraging.

Balancing these achievements, however, were ongoing student discontent, high levels of attrition, and the resignations of some officials — not so much at the executive staff level as at the very important front-line managerial level that reports to the executive staff members. Some of the resignations came about because long years of effort and struggle had resulted in burnout, others because administrative positions could be obtained elsewhere with more attractive compensation packages, and still others because of normal retirement age or health. Whatever the reason, the loss of chief administrative personnel hurt.[73]

Looking ahead, as she always did, the president viewed future prospects realistically. In early June 1999, she called together some key administrators, respected faculty members, and board members for a weekend retreat. Then during the summer she invited the entire faculty — in small groups — to luncheon conversations at her house. At the opening faculty meeting in the fall of 1999, she presented a strategic planning document. She said in part, "While we have

been extraordinarily successful in this decade, we are in a sense running hard to stay in place." The college's successes, she said, "have not enabled us to rise to a level of economic security, let alone prosperity ... crucial academic programs and non-academic services are 'bone-bare'... Mary Baldwin has reinvented herself through the years and we must do it again. Changing environments force institutions to change, to adapt, and the time to begin to do that is when we are strong and successful as we are now. At Mary Baldwin College financially everything has to go exactly right every year." Cynthia Tyson was enough of a realist to know that this was not always going to happen. "One thing is sure, we shall change. External circumstances as well as our own creativity will determine that. So we must envision what change will be right for us and make it happen."

Her proposals for the next five years included the following

1. Push for academic quality by carefully adding new programs such as the proposed M.Litt./MFA and perhaps masters-level programs in social work or psychological and other allied health services. At the same time the traditional curriculum should be strengthened and expanded to meet the new needs of the students who are also different from their predecessors.
2. Strengthen the revenue "streams" by reducing our dependence on the traditional on-campus enrollment. Expand ADP with new resources elsewhere (Northern Virginia or Southwest Virginia). Offer programs that are revenue-producing such as LEARNINC and advanced computer technology to provide off-campus services.
3. Meet the major challenge of 2000: how best to serve the modern "traditional" student, the "Generation Y" students. "Some of our students are not appreciative of liberal arts traditions, some are not prepared to master challenging college curriculum. It isn't easy to work with students who are not as well prepared as they should be and aren't as motivated as they should be while continuing to maintain high standards. It takes intelligence, creativity, character, and a lot of work!"
4. Recognize the changes in the student body, the addition of the master's degree programs, and the increasing number of ADP alumnae/i; assist alumnae/i of all programs to continue their connection with the college after they leave, primarily through the Alumnae/i Association. The fact that they are the future of the college should be recognized and cultivated.

Dr. Tyson concluded her recommendations with a definition, the truth of which has become more and more apparent since 2000. "We are," she said, "a liberal arts college with career preparation primarily for women. Mary Baldwin is a 'mini-university' and we must embrace that change. It is our future."

True to her usual mind-set, Cynthia Tyson, having identified the problems and potential remedies, said, "Let us shape our future." During the next three years she helped to turn around the college's perceptions of itself.[74]

Perhaps one of the hardest things to do, whether the organization is a college, a business corporation, a military system, or even a nation, is to keep on doing what you are doing as the group begins to change. All these plans and programs at Mary Baldwin College had to continue on even as the campus absorbed the news that President Tyson planned to retire at the end of June 2003.

2. RETIREMENT

Of course, she had a private life, one she cherished, but so much of her energy and her time was devoted to Mary Baldwin College that most of the college constituencies were barely aware of the more private Cynthia Haldenby Tyson. The first indication that most people had was the wedding of her daughter, Alexandra, on September 14, 1985, in Taunton, England. Although the new president had only been at Mary Baldwin since July, she had agreed to attend the wedding and she did. She flew from the United States on September 12, had seventy-two hours with the wedding party and was back on the campus reading her mail by the evening of September 16.

Her whirlwind trip was noted in the *Staunton News Leader*, and it was not long before the Mary Baldwin community became aware of their new president's ability to accomplish a great deal in a very short period of time.[75] She traveled around the United States frequently, meeting alumnae, state legislature officials, foundation and business corporation presidents, members of the Presbyterian Church's national staff, and professional educators. Once there was a trip to Japan (to work out some details of the college exchange program with Japanese students) and there were trustee meetings in various U.S. cities and retreats in others. On one occasion, at least, Cynthia Tyson's travel had particular meaning for her. She took a group of Mary Baldwin alumnae on a literary tour of England visiting Canterbury, Yorkshire, and Winchester, and much of the countryside in between. She was accompanied by her son Marcus, to the delight of the alumnae, and a brief glimpse of Winterton in Lincolnshire opened the door slightly to her early life.

In addition to her two children, Alexandra and Marcus, she was devoted to her parents, Frederick and Edna Haldenby, who lived in England and visited Cynthia at Mary Baldwin on many occasions. After her husband's death in 1993, Edna visited Staunton more often, sometimes staying for a month or more, and she became a beloved campus figure. She had her daughter's gift of

sincerity and kindness, and her unexpected death in early December 2001, while at the college, saddened everyone. A memorial service in her honor was held at the First Presbyterian Church in Staunton.

Alexandra and her husband, Peter C. Butler, also had two children, Hannah and Christopher. They were a busy young couple, both physicians; because they lived in California, they visited Grandmother Cynthia infrequently, usually during Christmas vacations.

But Cynthia Tyson's dedication to the task the Board of Trustees had given her — to secure the college's financial stability and to bring national recognition of the academic program — took most of her time and energy, and sometime, shortly after 2000 arrived, she began to consider where the college and where she herself would be in the next five years. Probably no one will ever know all the factors she considered, but she had an unerring sense of timing. In spite of the unsettled national scene (the terrible events of September 11, 2001, and the possibility of war in the Middle East), the college was in a stable and balanced position. The Board of Trustees had strong leadership. Despite the departure of some experienced and talented administrative leaders, a large number remained, and there was an equally resourceful senior faculty, all of whom had shared in establishing recent programs and could continue to lead them as they developed. Enrollment and retention were good, and prospects for the future suggested equally strong enrollment. The most recent master's program, the M.Litt./MFA, had received major foundation support, and the Blackfriars Shakespeare theatre was up and running.

Finally, she had recently completed her duties as vice president and then president of SACS, and she was aware that very soon another round of SACS 10-year accreditation review would be taking place. Cynthia Tyson had been through two previous self studies culminating in 1987 and in 1997, and although Mary Baldwin College was in far better shape to begin the self study than ever before, it was still a daunting, time-consuming prospect. So the decision she made seemed right.

In May 2002, Dr. Tyson told the chair of the Board of Trustees that she would like to retire at the end of the spring session 2003. She and Yum Arnold, the chair, worked out a careful schedule of those who should know and when. The protocol of an academic institution demanded that the trustees and key administrators be told first, then influential alumnae, and then — as simultaneously as possible — the faculty, other administrative personnel, and leaders of the student body. After that the college relations office would give a "heads up" to local media and press and then to the national network that regularly published college news. The process had to be exact because it is very difficult to keep a secret in a small academic environment: if partial truth emerged, the

resulting speculation and upset could be damaging to the college's reputation and future plans.

The timetable and the instructions for the process remain among the president's notes in the college archives. Between September 30 and October 10, 2002, at 4 p.m., when the faculty, staff, and student leaders were told, every member of the college was informed. All means of communication were employed: e-mail, personal letters, telephone conversations and messages. Finally at 8 a.m. on October 10, the Executive Committee of the Trustees was told in person, then the full Board of Trustees, and at 4 p.m., faculty and staff.

As Sherry Cox, writing in the winter 2003, *Mary Baldwin College Magazine* noted, "[Yum] Arnold assured her audience that neither the president nor the college was in poor health. Rather, she said, the decision comes because Tyson wants her successor in place well before the next round for accreditations begins. As usual her reasoning is selfless. Her administration had been marked by excellence in academics, sound business principles, and the entrepreneurial spirit."

There followed a standing ovation for President Tyson who, observing the concerned expressions on everyone's face, said, "Smile." She continued, "As an institution, Mary Baldwin College is vibrant, diverse, and focused; it is a place where important things get done and get done right." There was more applause. Perhaps the scene is best described by James Lott, who wrote in the summer 2003 issue of the *Mary Baldwin College Magazine* a beautiful article, "President Tyson's Extraordinary Record: How Did She Do It?" Because James Lott answered so well the questions that everyone asked, he has given permission, as has the college, to reprint it at the conclusion of this history.

The last year of the Tyson presidency proceeded as it would have done if she had not resigned. As she had written earlier on a different occasion, "I will do my duty," and she did. At her desk, at all college events, at all faculty and board meetings, the college's business continued, but it was inevitable that there was sadness. "This is the last time she will do this," was said silently, if not openly throughout the year. A committee, chaired by Louise R. McNamee ('70), vice chair of the Board of Trustees, and including others who represented students, parents, faculty, staff, and non-college members of the Staunton community, led the search for a new president.

The response of the media was astounding. Newspaper clippings from the local and national press vied with radio and television reports of appreciation for all that Cynthia Tyson had done for her college and for the community of Staunton. "She brought the college down off the hill," said one observer. The students collected all the news stories, the e-mails, the photos, the letters, and the symbols of the events and made several large albums, which they presented to the president at a reception in her honor on April 3, 2003. The Presbyterian

Church presented her with the Higher Education Award. She was elected an honorary member of Phi Beta Kappa, and she was presented with resolutions of praise and congratulations from the Board of Visitors of VMI, the Senate and General Assembly of the State of Virginia, and the 108th Congress of the United States. At her last commencement ceremony on May 19, 2003, in another well kept secret, she was named an honorary Doctor of Humane Letters by the college for which she had done so much.

Her leaving was quiet. After commencement in May, she moved to the Alumnae House so that the necessary remodeling and refurnishing of the president's house could begin for her successor. She herself would leave the campus on June 30, 2003. One of her letters, addressed to "the dear members of the Mary Baldwin College community," ends with a simple statement: "It is a privilege to have served with you and I am deeply grateful. Thank you for 18 wonderful years."[76]

Cynthia Haldenby Tyson returned to Charlotte, North Carolina, where she had lived before coming to Mary Baldwin College. She remains involved with various educational organizations, such as SACS, and is president of the Robert Haywood Morrison Foundation. She returns to the Mary Baldwin campus from time to time. She was here for the ceremonies installing the ninth president of the college, Pamela Fox, on April 2, 2004.

APPENDIX 1

United States of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 108th CONGRESS, FIRST SESSION

Vol. 149 WASHINGTON, WEDNESDAY, SEPTEMBER 17, 2003 No. 128

Senate

RECOGNIZING DR. CYNTHIA HALDENBY TYSON

Mr. ALLEN. Mr. President, today I recognize Dr. Cynthia Tyson, who retired this year from her position as president of Mary Baldwin College in Staunton, VA.

Dr. Tyson was born and raised in England, where she received both her bachelor's and master's degrees, as well as her Ph.D. She first came to the United States as a Fulbright scholar, and has worked in higher education as both a lecturer and an administrator.

During her 18-year tenure at Mary Baldwin College, she was the active force behind that school's renaissance into a nationally renowned women's liberal arts college. From the beginning of her tenure in 1985 to this day, Mary Baldwin College has more than doubled its enrollment, with almost 2,200 students attending 6 locations throughout Virginia. The college has consistently attracted more highly qualified applicants, with the SATs and GPAs of its applicants increasing every year. Under Dr. Tyson's presidency, Mary Baldwin's endowment has increased threefold, with a record-setting $58 million raised in its most recent capital campaign. All told, Mary Baldwin College, thanks to Dr. Tyson, is the largest and fastest growing women's college in Virginia.

In addition to her work at Mary Baldwin College, Dr. Tyson served as president of the Southern Association of Colleges and Schools and was an active member in professional organizations, including the National Association of Independent Colleges and Universities, the Virginia Foundation for Independent Colleges, and the State of Virginia Rhodes Scholarship Competition Selection Committee. She is also active in the Staunton community through the Frontier Culture Museum, Shenandoah Shakespeare, and Rotary International.

Dr. Tyson has left an indelible mark not only on the institution that she served so well as president but also on the hearts and minds of her colleagues, students, and community as a friend and inspiration. I congratulate her and wish her well in her retirement.

With admiration, George Allen

APPENDIX 2

COMMONWEALTH OF VIRGINIA
GENERAL ASSEMBLY

HOUSE JOINT RESOLUTION NO. 740

Commending Dr. Cynthia H. Tyson.

Agreed to by the House of Delegates, January 24, 2003
Agreed to by the Senate, January 30, 2003

WHEREAS, Dr. Cynthia H. Tyson, the president of Mary Baldwin College since 1985, has announced her intention to retire on June 30, 2003; and

WHEREAS, a graduate of the University of Leeds, England, where she earned her doctorate in English Language and Medieval English Literature in addition to her bachelor's and master's degrees, Dr. Tyson came to Mary Baldwin following distinguished service at Seton Hall University, the University of Tennessee, and the University of Leeds; and

WHEREAS, Dr. Tyson holds certificates in Management Development for College and University Administrators from both the Institute for the Management of Lifelong Education and the Institute for Educational Management at Harvard University; and

WHEREAS, during Dr. Tyson's administration at Mary Baldwin College, the institution experienced an era of unprecedented growth and progress, and Mary Baldwin College is now the largest and fastest-growing women's college in Virginia; and

WHEREAS, Dr. Tyson spearheaded the creation and accreditation of Mary Baldwin's first graduate degree, the Master of Arts in Teaching, and the establishment of the renowned Virginia Women's Institute for Leadership; and

WHEREAS, the coeducational adult degree program has expanded under Dr. Tyson's leadership from 225 students in the fall of 1985 to more than 1,150 students today; and

WHEREAS, Mary Baldwin College recently added a regional center in Loudoun County, bringing the number of College locations to six, and the College's endowment during Dr. Tyson's tenure has tripled from $11 million to $33 million; and

WHEREAS, Dr. Tyson serves as president of the Southern Association of Colleges and Schools, the accrediting agency for more than 12,000 educational institutions in the South, and has held leadership positions in many professional organizations, including the National Association of Independent Colleges and Universities and the Council of Independent Colleges in Virginia; and

WHEREAS, Dr. Tyson served as a member of the Virginia Governor's Advisory Council on Self-determination and Federalism and has demonstrated her commitment to community service by leading numerous community, charitable, and cultural organizations; and

WHEREAS, over a sterling 18-year career at Mary Baldwin College, Dr. Cynthia H. Tyson has rendered outstanding service and made enormous contributions to the growth and success of Mary Baldwin College and higher education in the Commonwealth; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the General Assembly hereby commend Dr. Cynthia H. Tyson on a distinguished career and on her retirement as president of Mary Baldwin College; and, be it

RESOLVED FURTHER, That the Clerk of the House of Delegates prepare a copy of this resolution for presentation to Dr. Cynthia H. Tyson as an expression of the admiration, appreciation, and best wishes of the General Assembly.

House Patrons: Saxman, Cline and Landes

Bruce F. Jamerson
Clerk of the House of Delegates

Appendix 3

Senate of Virginia

SENATE JOINT RESOLUTION NO. 375

Commending Dr. Cynthia Haldenby Tyson.

Patrons–Hanger; Delegate: Landes

Agreed to by the Senate, January 16, 2003
Agreed to by the House of Delegates, January 24, 2003

WHEREAS, Dr. Cynthia Haldenby Tyson will retire as president of Mary Baldwin College after 18 years of exemplary service and dedication to the college, to the Staunton community, and to the Commonwealth; and

WHEREAS, born and reared in England, Dr. Tyson first came to the United States as a Fulbright scholar and lecturer; she established a brilliant career in higher education and became an American citizen; and

WHEREAS, Dr. Tyson completed her bachelor's and master's degrees at the University of Leeds in England, where she also earned her doctoral degree in English Language and Medieval English Literature; and

WHEREAS, Dr. Tyson also holds certificates in Management Development for College and University Administrators from both the Institute for Management of Lifelong Education and the Institute for Education Management at Harvard University; and

WHEREAS, due to Dr. Tyson's visionary leadership, Mary Baldwin College has grown and prospered during her tenure, becoming the largest women's college in Virginia, and with a third of its students minority, one of the most diverse in the nation; and

WHEREAS, during Dr. Tyson's tenure the total number of students attending Mary Baldwin College has increased from 833 in 1985 to 2,171 in 2002; and

WHEREAS, Dr. Tyson, a consummate professional, has been invaluable in endowment and fund-raising efforts, which have tripled from 11 million in 1984 to nearly 33 million in 2002; and

WHEREAS, enrollment in two specialized programs are also at record levels under Dr. Tyson's guidance, the Virginia Women's Institute for Leadership and the Program for the Exceptionally Gifted; and

WHEREAS, among her many outstanding achievements, Dr. Tyson has been invaluable in the creation and accreditation of the Master of Arts in Teaching program and the Master of Letters/Master of Fine Arts in Shakespeare and Renaissance Literature in Performance programs; and

WHEREAS, Mary Baldwin College, under Dr. Tyson's tenure, has evolved into one of the South's finest master's level universities; and

WHEREAS, Dr. Tyson has held numerous leadership roles in professional associations, including the National Association of Independent Colleges and Universities, the Association of Presbyterian Colleges and Universities, the Virginia Foundation for Independent Colleges, the State of Virginia Rhodes Scholarship Competition Selection Committee, the Council of Independent Colleges in Virginia, and the Foundation for Independent Higher Education; and

WHEREAS, Dr. Tyson is the president of the Southern Association of Colleges and Schools, the accrediting agency for 12,000 educational institutions in 11 states and served on the Governor's Advisory Council on Self-determination and Federalism from 1994 until 1997; and

WHEREAS, Dr. Tyson has served in a leadership role for numerous community and cultural organizations, including the Frontier Culture Museum, the Shenandoah Shakespeare Express, the Community Foundation of Staunton, Augusta County, and Waynesboro, and the Rotary International; and

WHEREAS, Dr. Tyson has served Mary Baldwin College, the community of Staunton, and the Commonwealth with professionalism, independence, sustained excellence, and exemplary commitment, now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the General Assembly hereby commend Dr. Cynthia Haldenby Tyson for her lifetime commitment to higher education and the people of Virginia, and wish for her every happiness in her retirement and future endeavors; and, be it

RESOLVED FURTHER, That the Clerk of the Senate prepare a copy of this resolution for presentation to Dr. Cynthia Haldenby Tyson as an expression of the admiration and gratitude of the General Assembly for her many outstanding contributions and accomplishments.

Susan Clarke Schaar
Clerk of the Senate

APPENDIX 4

Board of Visitors
Virginia Military Institute
Resolution

RESOLVED, That the Virginia Military Institute Board of Visitors expresses its deepest admiration and respect for Dr. Cynthia H. Tyson as she prepares to retire from Eighteen Years as President of Mary Baldwin College.

Her innovative leadership has been a model for all colleges, and Mary Baldwin has prospered during her tenure in a higher education environment that has not been particularly supportive of single-gender colleges. While there has been considerable diversity in the nature of programs and opportunities fostered by Dr. Tyson, her message that there are distinct advantages associated with single-gender education for women has never wavered.

The Institute has enjoyed a unique relationship with Dr. Tyson and Mary Baldwin. During a time when few colleges would be associated with VMI in its attempt to remain an all-male Corps of Cadets, she stepped forward to champion VMI's position. When events intensified, she only grew stronger and more ingenious, offering an alternative opportunity for women at her college — the Virginia Women's Institute for Leadership, better known as VWIL.

The pundits scoffed at the idea, saying that it was a notion contrived only as window dressing for the case at hand...and that VWIL would never survive if VMI were unsuccessful in its efforts. Seven years later it is flourishing with a Corps of approximately One hundred-Thirty young women, and it is growing each year. The VWIL program, unique in America, is enjoying the same success as Mary Baldwin's nationally acclaimed Program for the Exceptionally Gifted.

Recognized as one of the nation's premier college Chief Executives, Dr Tyson has held leadership roles in numerous professional associations, including the National Association of Independent Colleges and Universities, the Association of Presbyterian Colleges and Universities, the Foundation for Independent Higher Education, and she is currently President of SACS, the Southern Association of Colleges and Schools, the accrediting agency for Twelve Thousand educational institutions in Eleven southern states.

THEREFORE, BE IT FURTHER RESOLVED, That this Board congratulates Dr. Tyson on a most extraordinarily successful Presidency at Mary Baldwin College, conveys its sincere gratitude to Dr. Tyson for her steadfast friendship with the Virginia Military Institute, and wishes her every good fortune in her retirement.

Samuel B. Witt, III '58
President
8 May 2003

APPENDIX 5

President Tyson's Extraordinary Record: How Did She Do It?

BY JAMES D. LOTT

Back in October, when Claire Lewis "Yum" Arnold '69, chair of the Mary Baldwin Board of Trustees, announced to an assembly of faculty, staff, and students that Cynthia Haldenby Tyson, president of the college since 1985, would retire at the end of the academic year, you could hear an audience-wide intake of breath. Then there was silence, the sort of silence you always get when you give bad and unexpected news. Then when Cynthia stood up to speak, there was long and loud applause.

When she spoke, she did something typical. She assured the audience that everything would be fine, just fine, that the transition would be smooth, and that MBC would continue to thrive. I say this talk was typical because Cynthia — thoughtfully and deftly — turned our attention away from herself and to the college.

I was one of several people in the audience who had been there when she gave her first talk to the college in early fall 1985. In that address almost 18 years ago, she spoke words of praise and admiration for the people — faculty, staff, and administration — who worked at Mary Baldwin (words we weren't much accustomed to hearing before Cynthia arrived), and she laid out clearly her vision of an exciting future despite the rather formidable challenges that faced us all. She got a warm reception.

The one remarkable difference between the reactions to the earlier speech and to the recent one is that the latter prompted a standing ovation. In fact, when Cynthia stood up before colleagues and students last October, everyone rose with her to acknowledge her, and when she finished her brief remarks, everyone stood again and clapped until Cynthia had to ask everyone to stop and sit down.

It is unusual in modern higher education to see a college president serve as long as Cynthia has. But it is phenomenal to see a president, after all those years, still have the respect and affection of faculty, staff, students, and alumnae/i. No other college or university president in Virginia comes close to the length of Cynthia's tenure in office — the longest among MBC's presidents. Few in the country do. And those years have not been particularly easy ones for the college or for its president.

Cynthia has had to make tough decisions: She has pushed untiringly for improvements in programs, dealt with the impact on the student body of a fast-changing social ethos, coped with competing claims on a budget that never had sufficient revenues to allow her to do everything she would have liked, and represented the college forcefully and cheerfully to all its external constituencies. And after all those opportunities to offend faculty and staff and to lose student, trustee, and alumnae/i support, Cynthia leaves with two standing ovations.

We tend to divide leaders into those who are well liked and those who deal determinedly with controversial issues, but Cynthia belies that division. She has been an outstanding leader who has effected great change at MBC, but she has exerted her leadership in ways that cause people to respond to her with respect and affection. How has she done it?

Because I worked with Cynthia as a member of her administrative team for 15 years, I should be able to tell you the secret of her successful leadership, but I can't. In fact, there probably is not one single secret. Several years ago, when I was working on a task force that led to the Virginia Women's Institute for Leadership — a program that was primarily Cynthia's brain child — the group spent a lot of time discussing qualities of leadership, particularly those we should try to develop in young women. One day, a student member of the task force said, "Why don't we just clone Dr. Tyson?" In a way, what we are doing for all our students in all our academic programs is showing them an example of excellent leadership by showing them Cynthia.

And they do see her! One astonishing fact about her leadership style is that she is ubiquitous, or she seems to be. Unless she is off campus — and that is usually because she is traveling for the college — she attends every athletic event, every student art show or theatrical production, every student government occasion, every VWIL parade, every Adult Degree Program orientation, every Junior Dads dance, everything, in fact, in which students are involved. She regularly has students for lunch to hear what they are concerned about. She also goes to Hunt Dining Hall and stations herself at a table to invite students to talk to her.

Part of Cynthia's success is her ability to communicate. She is a powerful speaker, and she loves to get out from behind the lectern, stand as close to her

audience as she can, and engage them. When she is forced to speak from behind a lectern, she rises on her toes as if she wants to vault over the thing and pull the audience physically into an understanding of what she is saying. And if the talk comes after dinner — an alumnae/i or a prospective-student event, for instance — she will have spent all the time before the meal (and even during it) circulating among the diners and greeting each individually.

I sat one evening with a prospective student and her parents. Cynthia stopped at our table and engaged everyone in spirited conversation, then moved on to the next table. When she gave her talk later, she said that several students had told her what they were interested in studying, and she mentioned each by name. That fall, the student at my table was on the first row at freshman orientation.

But Cynthia's success comes from more than being everywhere at once and communicating effectively. She has a marrow-deep sense of mission, and she is like a bulldog (English, of course!) in pursuing her one goal: ensuring the future of Mary Baldwin College.

Cynthia envisions the college as a mini-university serving a diverse population of students and preparing them to be successful in a world that refuses to stand still. Everything she has accomplished reflects that vision: the economic and racial diversity of our students, new programs like VWIL and graduate study in teaching and (with Shenandoah Shakespeare) in Shakespeare, expansion of the Adult Degree Program and the Program for the Exceptionally Gifted (in its infancy when she arrived), additional support for the college among our alumnae/i and others, a remarkable increase in the college's financial resources, and improvement in its physical plant. No one is better than Cynthia at asking for money!

She is also the most practical of people. She understands that you reach your goals by working with people and that people come together with all sorts of concerns, agendas, prejudices, ideas, feelings, attitudes, and degrees of intelligence. And when all that mix of stuff causes a project to bog down or an idea to get bushwhacked, Cynthia accepts the inevitable, regroups, and moves on. It's as if she has determined not to waste her formidable energy on lamenting what didn't work out but to remain focused always on the future and its opportunities.

Her manner — a student once told me that "Dr. Tyson sure is perky" — can delude people into thinking of her as an eternal optimist, the type who always sees the glass as half full, not half empty. But those who work closely with her come to realize that with Cynthia it is more complicated than that. She recognizes that it doesn't matter whether you call the glass half full or half empty. You don't waste time exulting over the former or lamenting the latter. What matters is what you do with whatever water there is.

These are some of the qualities of character that have served Cynthia — and the college — well. But she really does escape analysis. One quality I haven't mentioned was captured by a caricature of Cynthia from her days at Queens University in Charlotte, North Carolina. It shows a young woman, indeed a perky young woman, bounding along a campus sidewalk smiling happily, apparently unaware that she is several feet off the ground. Whatever that cartoon was meant to convey — spirit, optimism, enthusiasm — what it also shows is sheer verve, sheer joy in being and doing.

I think the secret to Cynthia's success — and the reason we all still love and admire her — may be that she takes such joy in her life and her job and her colleagues (with all their foibles) that she makes us all feel more joyous as well, about ourselves, about our roles in the Mary Baldwin story, and about each other.

James D. Lott started at Mary Baldwin College in 1964 as part of the English Department and became dean of the college in 1986. A member of the search committee that recommended President Tyson for her position, he retired in 2001 as dean emeritus and professor emeritus of English and is now a trustee.

NOTES

1. James D. Lott, "The First Ten Years of the Tyson Administration," *Mary Baldwin College Magazine*, Vol. 8. No. 2, May 1995, 2–6.
2. Minutes of the Board of Trustees of Mary Baldwin College, April 12, 1985.
3. Minutes Board of Trustees, October 18, 1985.
4. *Mary Baldwin College Academic Catalogue 1996–1997.*
5. Patricia H. Menk, *To Live in Time* (Verona, Virginia: Mary Baldwin College, 1992), 345–346, 404.
6. Mary Baldwin College Report to the Synod of the Mid-Atlantic, 1985–86. As reported, in Mary Baldwin College Self Study to the Commission on Colleges of the Southern Association of Colleges and Schools 1987, 21–23.
7. *Mary Baldwin Catalog 2003–2004*, 162, and Self Study 1987, 6–7.
8. Self-Study 1997, 35–36.
9. Almost all of Tyson's reports to faculty, trustees, students, and community groups were oral, with few remaining notes. However, her speeches were far from rote but always included elements which were essential to her conviction: integrity, responsibility, civility (in an increasingly noncivil environment), and moral standards both personal and institutional. Later, speaking to the student body on the tragic occasion of 9/11/01, there were overtones of Winston Churchill in her remarks. "What can we do?" a student asked her. She answered, "My responsibility is to do my duty, my work, and keep on, to do so calmly and with strength." Papers of President Cynthia Haldenby Tyson, College Archives, and *Mary Baldwin College Magazine*, Winter 2001–02, 2.
10. This refers in one instance to a U.S. Department of Education requirement that the college president sign a yearly affidavit that Mary Baldwin has a "drug free" environment. Having signed that document, the school was (and is) required to inform students and employees of the dangers of drug and alcohol abuse, and the resources available to them.

11. It is impossible to list a few individuals out of so many, but longtime participants of the college remember with great appreciation Claire "Yum" Lewis Arnold, Andrew J. Brent, Elizabeth "Liddie" Kirkpatrick Doenges, Margaret Hunt Hill, Anna Kate Reid Hipp, Caroline Rose Hunt, Charles S. Luck III, Patty Joe Mahoney Montgomery, Rosemarie Sena, Bertie Murphy Deming Smith, and Samuel R. Spencer Jr. Board of Trustees Minutes 1985–2003 passim.
12. For further discussion of this issue and tenure as well see Menk, *To Live In Time*, 450–53.
13. Minutes of the Meetings of the Mary Baldwin College Faculty, December 1985.
14. Endowment in 1985 was $12.9 million, in 2000, $35 million. *Mary Baldwin Fact Book* 2000–2001.
15. "Transitional Planning for Mary Baldwin College," September 14, 1989. President Tyson's Papers.
16. Minutes of the Faculty, December 6, 1985.
17. *Fact Book* 2001.
18. "President's Report to the Alumnae" 1999. President Tyson's Papers.
19. Menk, *To Live in Time*, 427, 429.
20. Mary Baldwin has never been in the position to build an Olympic-sized swimming pool. Eventually, in 1988, the YMCA bought the property of a private athletic club on Coalter Street not far from the college. It had an appropriate swimming pool and Mary Baldwin students have access to it. It is not a satisfactory solution but the college does maintain a swim team and enter intercollegiate competitions regularly. "President's Report to the Faculty," 1988. President Tyson's Papers.
21. A nest for the Squirrels had finally been found!
22. By the time King Building was remodeled as a residence hall and conference center in 1997, there were loft sleeping arrangements, space for posters and pictures in student rooms and "snack" areas more in keeping with young women's desires.
23. Somewhat later a lovely quiet green garden spot located next to the new building, paid for by the devoted music majors and friends of Gordon and Mopsy Page, was dedicated in the Pages' honor. Still later the Tyson Terrace was created between Pannill and the SAC building, the cost donated by another trustee, Charles S. Luck III, and his family.
24. Minutes of the Faculty, September 1989.
25. Anna Kate Reid Hipp graduated in 1963 from Mary Baldwin College and served as a trustee and would later return as chairman of the board. Liddie (Elizabeth Kirkpatrick) Doenges had graduated the same year (they were

roommates). She also served on the Board of Trustees, and her untimely death in 1994 from cancer was deeply mourned. Both Anna Kate and Liddie were awarded honorary Doctor of Humane Letters degrees from Mary Baldwin College in 1992 at the end of the Sesquicentennial Campaign. After her death, Liddie Doenges's husband, family, and friends established the Elizabeth Kirkpatrick Doenges Visiting Artist/Scholar endowment at the college to bring artists and literary figures to the campus. These scholars not only give lectures but also spend several weeks in residence every year. Robert S. Doenges continued his wife's work by serving on the Board of Trustees 1995 to 2001. Minutes of the Board of Trustees 1987, passim.

26. *Mary Baldwin College Magazine*, Vol. 5 no 3, Vol. 6 no. 1.
27. A faculty chair is a teaching position (usually held by a senior Ph.D. professor and paid for by an endowment fund). It is a considerable honor to hold an "endowed chair"; it eases the academic budget as well. Colleges and universities that are considered in the top tier of the country's institutions have endowed chairs.
28. The ceremony was videotaped and a copy is kept in the audiovisual department of the college library.
29. *Mary Baldwin College Magazine* Vol. 6, no. 2, December 1992.
30. James D. Lott, "The First Ten Years of the Tyson Administration," *Mary Baldwin College Magazine*, Vol. 8, no. 2, May 1995.
31. "The Leadership Initiative Campaign for Mary Baldwin College 1993–2001," a 48-page booklet from the Office of Institutional Advancement. It lists every contributor. Papers of President Tyson.
32. Menk, *To Live in Time*, 56–7.
33. "The Leadership Initiative: A Fifty-Eight Million Dollar Mark in Mary Baldwin History," *Mary Baldwin College Magazine*, Winter 2001–2002.
34. There had been talk of putting the bookstore there. There had been discussions of using it as a daycare center for faculty and staff children; such a place existed for a couple of years with volunteer help to keep the expenses down. The idea of daycare for faculty and staff children was largely promoted as part of a compensation for low salaries and wages. If the administration could not pay wages that compared with those of its peers, they could, perhaps, give some additional benefits. In addition to childcare plans, proposals that the college contribute a larger percentage of the costs of professional insurance and retirement programs (TIAA-CREF) permit more frequent and longer sabbaticals, maintain and expand the tuition exchange program for faculty children who wished to go to a college other than Mary Baldwin, provide funds for development programs for faculty to increase their professional skills and pay for them to attend and participate in professional meetings — all of these ideas were

debated. Some faculty demands could be met and were, but most could not.

35. For a fascinating account of "Brick House" see Charles Culbertson, *Staunton, Virginia: A Treasury of Historical Tales* (Staunton, Virginia: 2004), 120–22.
36. The process was tactfully and quickly accomplished. After all, this was a very old building and was adjacent to the Historic Staunton preservation area, in which, when the historic district areas had been drawn in the 1970s, President Virginia Lester had refused to allow the college properties to be included. There were hard feelings about it, but Lester had felt that the restriction would have made it hard to carry out any as yet unnamed plans for the future. She had been right.
37. MAT-ES expanded the opportunities for a Master of Arts in Teaching students to qualify to teach the varieties of "exceptional" students who have been identified as needing special service.
38. Minutes of the Faculty 2002.
39. *Catalog 2001–2003.*
40. *Richmond Times Dispatch*, December 10, 1989. Found in President Tyson's Papers.
41. President Tyson's Papers. June 26, 1996.
42. *VWIL The First Class*,1999 pamphlet. In President Tyson's Papers.
43. It should be noted that a few Mary Baldwin students before 1995 had met ROTC requirements by special arrangements and participating in drills and other military matters at other colleges.
44. *Staunton News Leader*, September 5, 2004. Letter to Patricia H. Menk, in Tyson file, December 2004. See also, Samuel B. Witt III, President of VMI on Board of Visitors VMI Resolution, 8 May 2003. Also note, Resolution of Recognition from the Senate of the United States, September 17, 2003 and from the Commonwealth of Virginia General Assembly, January 24, 2003 and January 30, 2003. These documents are in the appendices.
45. The seven colleges who joined in the appeals brief were Hollins, Randolph Macon Woman's College, Sweet Briar, Wells, Mary Baldwin College, Southern Virginia College for Women, and St. Mary's College of North Carolina.
46. Mary Baldwin had briefly considered, in the early 1970s, admitting young men who lived in Augusta County as "day" (now called "commuting") degree-seeking students. The federal Department of Education informed the college authorities that if they chose to do that, they would have to offer the young men equal access to all programs particularly the sports programs. Since the college could not afford to do so, it discontinued admitting such students.
47. For discussion of some of these issues see *The Chronicle of Higher Education,* April 7, 1993, Vol. XXXIX, no. 31.

48. Tyson Manuscript. It is somewhat of a question to consider Mary Baldwin College single sex. Its very diversity challenges the question. Both the Adult Degree Program (ADP) and the graduate programs MAT and M.Litt./MFA enroll both men and women. Mary Baldwin College now is not either co-educational or all-female; it is both.
49. This information was compiled by the Office of Academic Outreach.
50. During the decades of faculty discontent with various administrations, for various reasons (including compliance with federal law and protecting the college in the case of lawsuit) a series of "handbooks" were created spelling out conditions and regulations about one's place in the Mary Baldwin College environment. There have been faculty handbooks, student handbooks, trustee handbooks, and staff handbooks. In many respects they are very helpful, protective of rights as well as responsibilities, but it is never possible to cover every situation that might arise. The writers of handbooks tried; they sometimes did not succeed. President Tyson's Papers.
51. Paige Akin, "Professing Wisdom," *Richmond Times Dispatch*, October 30, 2004, 1, 12.
52. It should be noted that the promised salary levels have never been completely achieved in spite of the honest efforts of the Board of Trustees, the president, and the financial officers. Each year best intentions toward improvement were announced, but not until 2002 did the effort to meet faculty salary goals begin to show real progress. That year a Faculty Adjustment Plan created a pool of funds from which salaries could be improved, and finally the board was able to offer increased financial reward for the long years of faculty effort. Unfortunately, similar efforts to raise administrative salaries have not yet been successful. In recent years, several key administrators have resigned, not always because of salary considerations, but that was factored into their decisions. There are very stressful administrative offices — e.g. admissions, development, PEG and MAT administration, student affairs —. that have seen more turnover than is healthy.
53. *Fact Book* 2001–2002.
54. *Fact Book* 2000–2001.
55. Ibid.
56. Ibid.
57. The Cooperative Institutional Research Project, originally sponsored by the American Council on Education (currently administered by the Higher Education Research Institute) and analyzed by UCLA, sponsors a survey of 250,000 college freshmen each year. It provides an annual snapshot of the attitudes, problems, and aspirations of new college freshmen. Mary Baldwin College administers CIRP every year to incoming freshmen during orientation.

58. *Fact Book* 2002 and Minutes of the Faculty Meeting, 2002.
59. *Student Handbook 2002–2003*, 124–5.
60. *Campus Comments* October 2, 1986 and November 1992.
61. *Campus Comments* October 9, 2002.
62. This is in great contrast to the mock political conventions that were held for many years at Mary Baldwin College. See Menk, *To Live in Time.*
63. *Campus Comments* January 1991.
64. *Fact Book* 2001–2002.
65. Self Study 1996, 12.
66. Self Study 1996, 36–7.
67. *Student Handbook 2002–2003.*
68. The chaplain, Patricia Hunt, said her only intent in agreeing to postpone the demonstration was to prevent newspaper reporters and other non-community members from creating a disturbance on the campus. *Campus Comments*, November 1996.
69. Self Study 1996, 128–29, and Faculty Minutes 2001–2002.
70. *Student Handbook 2003–04*, 142–144.
71. All present students and immediate past students are requested to fill out numerous questionnaires when they enter, when they are juniors, and at graduation. There are follow-up surveys of post-college life and occupation. Probably no group of young and not-so-young individuals who have passed through the college gates in recent years has been so thoroughly analyzed and evaluated. All these forms are the result of an effort to be "accountable" and serve as assessment tools to see how well the college is carrying out its promises.
72. *Fact Book* 2000–2001. The figures above represent the percentages of those who answered the questionnaire.
73. Administrative resignations included Heather Wilson, Beth Roberts, and Kathleen Stinehart. President Tyson's Papers.
74. A careful reading of these recommendations, particularly number two, suggests that the college's primary position could be eroded as off-campus programs are added. It also suggests that Mary Baldwin's historic and current core, the Residential College for Women, can remain economically viable because of increased revenue from "non-traditional" sources. Perhaps a physical graduate studies center will be considered in the future. President Tyson's Papers.
75. *Sunday News Leader*, September 22, 1985, Section C.
76. Letter dated October 11, 2002. President Tyson's Papers. See also the reproductions of these resolutions in the appendix.

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Dr. Menk's previous book, *To Live in Time: The Sesquicentennial History of Mary Baldwin College*, was commissioned by the Trustees of Mary Baldwin College to coincide with its 150th anniversary in 1992. It tells the history of Mary Baldwin College from its founding as Augusta Female Seminary through 1985, when Cynthia Haldenby Tyson became its president, with particular emphasis on the college's history since 1942, when Mary Watters' *The History of Mary Baldwin College 1842–1942* was published.

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